

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

Established 1840



1929



NORMAL SCHOOL

THE DEPARTMENT OF EDUCATION

PAYSON SMITH, *Commissioner of Education*

FRANK W. WRIGHT, *Director, Division of Elementary
and Secondary Education and Normal Schools*

GEORGE H. VARNEY, *Business Agent*

ARTHUR B. LORD, *Supervisor of Office Organization*

FACULTY

The Normal School

ARTHUR C. BOYDEN, <i>Principal</i>	<i>History and Principles of Education</i>
A.B., A.M., L.H.D., Amherst; Ed.D., Rhode Island Teachers College	
HARLAN P. SHAW	<i>Physiography and Science</i>
4 years Bridgewater; Lowell School of Science	
CHARLES P. SINNOTT	<i>Geography</i>
4 years Bridgewater; B.S., Harvard	
CHARLES E. DOWER	<i>Supervisor of Penmanship</i>
Zanerian College; Denison University.	
BRENELLE HUNT	<i>Psychology and School Administration</i>
4 years Bridgewater; Harvard; Columbia	
LOUIS C. STEARNS	<i>Greenhouse and School Gardens; Civic Biology</i>
Bussey Institute, Harvard	
JOHN J. KELLY	<i>Dean of Men; Practical Arts</i>
Fitchburg Normal School; Boston University	
JOSEPH I. ARNOLD	<i>History, Sociology, and Economics</i>
A.B., Centre; A.M., Harvard, Columbia	
FRANK A. CROSIER	<i>Instructor in Physical Education</i>
Springfield College	
GEORGE H. DURGIN	<i>Mathematics and Science</i>
A.B., Ed.M., Harvard	
ANNE M. WELLS	<i>Supervisor of Kindergarten-Primary Department</i>
Mrs. Quincy Shaw's School	
L. ADELAIDE MOFFITT	<i>Reading; Dramatic Club</i>
West Chester, Pennsylvania; School of Expression; Harvard; Columbia	
FRILL G. BECKWITH	<i>Handicrafts</i>
Sloyd; University of Michigan	
MARY A. PREVOST	<i>Supervisor of Drawing</i>
Industrial Art School; Museum of Fine Arts	
FRIEDA RAND	<i>Supervisor of Music; Glee Club</i>
A.B., Mount Holyoke	
S. ELIZABETH POPE	<i>Dean of Women; Ethics</i>
Framingham Normal School; B.S., A.M., Columbia	
EDITH H. BRADFORD	<i>French; French Club</i>
A.B., Tufts	
PRISCILLA M. NYE	<i>Drawing</i>
Massachusetts School of Art	
M. KATHARINE HILL	<i>Literature</i>
B.L.L., Emerson	
ANNA E. ROTH *	<i>History and Social Science</i>
Ph.B., Syracuse; A.M., Radcliffe	
JULIA C. CARTER	<i>Supervisor of Librarian Course; Librarian; Library Club</i>
A.B., Middlebury; New York State Library School	
RUTH E. DAVIS	<i>English Expression</i>
Bridgewater; B.S., Boston University	
OLIVE H. LOVETT	<i>English Expression</i>
A.B., University of Montana; Ed.M., Harvard	
LOIS L. DECKER *	<i>Supervisor of Physical Education</i>
A.B., University of Wisconsin	

*Leave of absence for one year for study.

ALICE B. BEAL	<i>Supervisor of Observation and Practice Teaching; General Method</i>
Bridgewater; B.S., New York University	
ELIZABETH K. ZIMMERLI	<i>Instructor in Physical Education</i>
Sargent School	
LILLIAN F. COWDELL †	<i>History and Social Science</i>
A.B., University of British Columbia; A.M., Clark	
DOROTHY R. DENNISTON †	<i>Instructor in Physical Education</i>
Sargent School	
PEARL MCEACHRAN	<i>Biology and Nature Study</i>
B.S., A.M., Columbia	
CORA M. VINING	<i>Library Assistant</i>
B.S., Bridgewater	

The Training School

MARTHA M. BURNELL, *Principal*

NELLIE M. BENNETT, Grade 6	LUCY B. BRALEY, Grade 3
NEVA I. LOCKWOOD, B.S., Grade 6	CHARLOTTE H. THOMPSON, Grade 3
JANE BENNETT, Grade 5	GLADYS L. ALLEN, Grade 2
A. MABELLE WARNER, Grade 5	GERTRUDE M. ROGERS, Grade 2
LOUISE H. BORCHERS, Grade 4 *	GRACE E. SMITH, Grade 1
FLORENCE J. RAYMOND (Mrs.), Grade 4 †	FLORA M. STUART, Grade 1
HELEN E. SLEEPER, Grade 4	FRANCES P. KEYES, Kindergarten

Administration

CHARLES H. BIXBY, <i>Chief Clerk</i>
BERNICE H. GEYER (Mrs.), <i>Principal's Clerk and Registrar</i>
HAZEL L. SHAW, <i>Assistant Clerk</i>
HARRIET F. BIXBY (Mrs.), <i>Matron and Steward</i>
G. FLORENCE GILMORE, <i>Resident Nurse</i>
THOMAS E. ANNIS, <i>Chief Engineer</i>

*Leave of absence for study.

†Substitute 1928-29.

SCHOOL CALENDAR

1928-1929

1928-1929, Winter Term

December 3, Monday	Beginning of Winter Term
December 24-January 1 (incl.)	Christmas Recess
February 18-22 (incl.)	Winter Recess
March 8, Friday	Close of Winter Term

1929, Spring Term

March 11, Monday	Beginning of Spring Term
March 29, Friday	Good Friday
April 15-19 (incl.)	Spring Recess
May 30, Thursday	Memorial Day
June 6-7, Thursday and Friday	Admission Examinations
June 15, Saturday	Alumni Reunion
June 16, Sunday, 4.00 P.M.	Baccalaureate
June 17, Monday, 10.00 A.M.	Graduation Exercises

1929, Fall Term

September 3-6 (incl.)	Normal School Conference
September 9, Monday	Training School opens
September 9-10, Monday and Tuesday	Entrance and Make-up Examinations; Freshmen Registration and Health Examinations
September 11, Wednesday, 9.30 A.M. Auditorium	Normal School opens
October 12, Saturday	Columbus Day
November 11, Monday	Armistice Day
November 27, Wednesday noon, to December 2, Monday, 9.30 A.M.	Thanksgiving Recess, Close of Fall Term

1929-1930, Winter Term

December 2, Monday	Beginning of Winter Term
December 24-January 1 (incl.)	Christmas Recess
February 17-21 (incl.)	Winter Recess
March 7, Friday	Close of Winter Term

Sessions

Sessions are from 9.15 o'clock A.M. to 12.30 o'clock P.M., and from 1.30 o'clock P.M. to 3.25 o'clock P.M. There are no sessions on Saturday.

Telephones

The school may be reached by telephone through the following numbers of the Bridgewater exchange:

Business Office, 422	Steward's Office, 162-3
Principal's Office, 162-2	Boiler Room, 162-4
Dean's Office, 155	Normal Hall (pay station), 8063
Training School, 410	Woodward Hall (pay station), 8118
Principal's Residence, 359	Gates House, 204

STATE NORMAL SCHOOL BRIDGEWATER, MASSACHUSETTS

Fundamental Purpose of a Normal School

Modern education is based on two principles:

1. Social efficiency. The school should reproduce life situations; the subject should be chosen because of its life values; the methods of study and development should be socialized and at the same time individualized.

2. The nature of children and youth should be the teacher's guide. Work should start with the pupil's native instincts and capacities; subject matter should be of the nature to prompt self-activity, that is, it should be motivated.

The normal school is a professional school. Theory is constantly linked with the actual practice in training.

The aim of the work is distinctive.

1. To see that the students know thoroughly the subjects that are to be taught.

2. To teach them how to teach the children the subjects they know well themselves.

3. To prepare them to study the development of the child's mind and adapt the instruction to the stages of growth.

4. To give them such cultural study as will lead to their own professional development as well as to prepare them to become useful members of society in the communities where they teach.

Essential Qualifications of Prospective Teachers

Young people who desire to enter upon this form of public service should have the following equipment:

1. They should be physically and temperamentally fitted for the work of teaching.

2. They should have a real love for teaching based on a genuine love of children and youth.

3. They should have reasonable intellectual ability, as shown in their high school records.

4. They should have adaptability and tact in meeting situations and people.

5. They should have some degree of leadership, including initiative and organizing power. This is manifested in the school work and in the extra-classroom activities.

6. They should have the saving grace of common sense.

Candidates lacking these qualifications can hardly hope to make a success of teaching. The high school authorities estimate these qualities in the papers that they fill out for the candidates.

ADMISSION REQUIREMENTS

The following are the specific conditions for admission as adopted by the Department of Education.

Applicable to All Candidates

I. *Application for Admission.*—Every candidate for admission to a normal school is required to fill out a blank entitled "Application for Admission to a State Normal School" and send it to the principal of the normal school that he desires to enter. This blank may be secured from the principal of the high school or the normal school. It should be filed as soon after January 1 of the senior year of the applicant as is convenient and must be filed by June 15 of that year.

II. *Blanks to be Filed by the High School Principal.*—The principal of the high school is expected to fill out two blanks—one giving the high school record for each year and the other a rating of personal characteristics—and send them to the principal of the normal school.

III. *General Qualifications.*—Every candidate for admission as a regular student must meet the following requirements:

1. *Health.*—The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. Each applicant must pass a satisfactory physical examination before final admission can be gained.

2. *High School Graduation.*—The candidate must be a graduate of a standard four-year high school or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.*—The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

"A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics.*—The "Rating of Personal Characteristics" and the moral character of the candidate must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

Certification

1. Of the fifteen units presented for admission, at least ten must be selected from the list given below. Three of these units must be in English and one in American History and Civics.

2. Credit by certification may be granted in any subject in which the candidate has secured a mark of A or B, provided that the student is a graduate of a Class A high school or is in the upper half¹ of the graduating class of a Class B high school. A=90-100%; B=80-89%. It is suggested that the use of plus or minus in connection with the letters be avoided.

Examination

1. Any candidate not securing credit by certification for ten units must secure credit in the remaining number of units by examination in subjects chosen from the list given below.

2. Candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

List of Subjects for Certification or Examination

Required:

English, Literature and Composition	3 units
American History and Civics	1 unit

¹The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

Elective:

The six remaining units must be so distributed that the number offered in any field shall not exceed the following, with the proviso that the minimum total amount offered in any chosen field shall be one unit.

Social Studies	3 units
Science	3 units
Foreign Languages	4 units
Mathematics	3 units
Commercial Subjects	2 units
Fine and Practical Arts	2 units

The five additional units, necessary in order to make up the fifteen units required for admission, may consist of any work which the high school accepts as meeting its graduation requirements.

Social Studies

Community Civics	$\frac{1}{2}$ or 1 unit
History to about 1700	1 unit
European History since 1700	1 unit
Economics	$\frac{1}{2}$ unit
Problems of Democracy	$\frac{1}{2}$ or 1 unit
Ancient History	1 unit
English History	1 unit
Medieval and Modern History	1 unit

Science

General Science	$\frac{1}{2}$ or 1 unit
Biology, Botany or Zoölogy	$\frac{1}{2}$ or 1 unit
Chemistry	1 unit
Physics	1 unit
Physical Geography	$\frac{1}{2}$ or 1 unit
Physiology and Hygiene	$\frac{1}{2}$ or 1 unit

Foreign Language

Latin	2, 3 or 4 units
French	2 or 3 units
Spanish	2 units
German	2 or 3 units

Mathematics

Algebra	1 unit
Arithmetic	1 unit
Geometry	1 unit
College Review Mathematics	1 unit

Commercial Subjects

Stenography (including Typewriting)	1 or 2 units
Bookkeeping	1 unit
Commercial Geography	$\frac{1}{2}$ or 1 unit
Commercial Law	$\frac{1}{2}$ unit

Fine and Practical Arts

Home Economics	1 or 2 units
Manual Training ¹	1 unit
Drawing ²	$\frac{1}{2}$ or 1 unit

Final Selection by Evaluation

When the number of qualified (by certification or examination) applicants on July 1 for any State Normal School, or the Massachusetts School of Art, is in excess of the number that can be admitted, the scholarship record and ratings of the personal characteristics of all applicants for that school will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores up to the capacity of the school.

¹To be accepted for admission to the practical arts course at Fitchburg and the Massachusetts School of Art only.

²A maximum of two units will be accepted for admission to the Massachusetts School of Art.

The foregoing rules with reference to the distribution and certification of subjects will still be in force. An evaluation of the scholarship (for each year) and personality records of students, as received from the high schools, will be made on the following basis:

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, a mark of "A" will be allowed 5 points; "B," 4 points; "C," 3 points; "D," 2 points.

Place, Time, and Division of Examinations

Entrance examinations may be taken in June and September at any State Normal School (including the Massachusetts School of Art) at the convenience of the applicant. Because of the limited Freshmen quota, applicants depending upon credits to be won in the September examinations will probably be unable to enter until the following school year. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

Schedule of Examinations for 1929

JUNE 6 AND SEPTEMBER 9

8.30-10.30 English, Literature and Composition

10.30-12.30 Latin; Commercial Subjects:

Latin

Stenography (including Typewriting)

Bookkeeping

Commercial Geography

Commercial Law

1.30-4.30 Social Studies:

American History and Civics

Community Civics

History to about 1700

European History since 1700

Economics

Problems of Democracy

Ancient History

English History

Medieval and Modern History

JUNE 7 AND SEPTEMBER 10

8.30-10.30 Mathematics:

Algebra

Arithmetic

Geometry

College Review Mathematics

10.30-12.30 Foreign Language

French

Spanish

German

1.30-3.30 Science:

General Science

Biology, Botany, or Zoölogy

Chemistry

Physics

Physical Geography

Physiology and Hygiene

3.30-5.00 Fine and Practical Arts:

Drawing

Manual Training

Home Economics

Candidates are not required to register at the school earlier than the hour of the first examination they wish to take.

Advanced and Special Students

1. A graduate of a normal school, or of a college, may be admitted as a regular or advanced student, under conditions approved by the Department.

2. When any normal school, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

GENERAL INFORMATION

This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. The Commonwealth offers freely an educational training that will fit for one of the highest forms of public service.

Bridgewater is one of the pleasantest and most healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston, on the New York, New Haven & Hartford Railroad. The buildings and grounds of the State Normal School are attractively located near the center of the town, ten minutes' walk from the railway station.

Expenses

Registration fee. The sum of \$10 for each student is payable *at the opening of the school on September 11.*

Board. Rates for board and room are fixed by the State Department of Education, and are intended to cover the actual cost of service rendered. The rate for this school year is \$300, payable promptly as follows:

At the opening of school in September . . .	\$90
December 1	70
February 1	70
April 1	70

An extra proportionate charge is made for board during the regular vacation periods.

Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge.

Payments must be strictly in advance, and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to State Normal School at Bridgewater, and when sent by mail should be addressed to the school.

Tuition. To residents of Massachusetts tuition is free. Residents of other States may be admitted upon the payment of tuition at the rate of \$100 a year, one-half of which amount is payable at the beginning of each half-year; provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

Other expenses. Students purchase their own notebooks, writing materials, drawing kits, gymnasium outfit, and all supplies carried away from the school for their future use.

Memoranda for gymnasium outfit. The required gymnasium uniform for women consists of special bloomers, blouses, and sweater, with black cotton stockings and high white sneakers (no heels). All entering women students are required to wear the regulation uniform. It is best to order the same upon the descriptive blanks supplied by the school. The required gymnasium suit for men consists of short, white running pants, white sleeveless gymnasium shirt, maroon sweater, and sneakers. It is advisable to have two gymnasium shirts.

Shower bath equipment. (a) The school has been able to obtain at wholesale price large Turkish towels to serve as bathrobe going to and from shower, as curtain, and as towel. Each girl is asked to purchase two (\$2.70) at the same time that she acquires her gymnasium outfit. (b) A swimming cap. (c) A pair of cloth moccasins.

Pecuniary Aid

The State makes an annual appropriation of \$4,000 for all of the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given to students from the town in which the school is located. Applications are to be made to the principal. Applicants are expected to render reasonable service for the aid provided.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

Rooms

Rooms in the residence halls are supplied with furniture, including mattresses, pillows, and rugs. Students are required to bring napkin ring, two clothes bags for laundry, bath mat 36 inches by 24 inches, towels, window curtains, bureau covers, and bed covering for single beds. The bed covering should include at least a mattress cover, four sheets, three pillow cases, two pairs of blankets, a spread, a couch cover, and two couch pillows. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

Students are not allowed to use radios, electric irons, or cooking equipment in their rooms.

A reassignment of rooms is made at the end of each school year, preference in choice being given to those who have been longest in the school.

Candidates for admission who have applied for rooms in advance may select their rooms in September. The order of choice is determined by lot.

Room assignments for men will be made by the dean of men only, from an approved list.

Absence

Regular and punctual attendance is required of every member of the school. Three excused absences are allowed each term, without affecting the standing of the student. Each case of prolonged absence on account of illness is dealt with individually. The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use.

Students must not make arrangements involving absence from any school exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the school, he must return any of its books or other property which he may have, and receive regular dismissal from the principal; otherwise he must not expect to receive any indorsement from the school.

The Student Cooperative Association

Students are expected to do, without compulsion, what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct. An association of the students, under the guidance of the dean, organizes the details of the plan of student cooperative government.

The object of the Student Cooperative Association is to regulate all matters pertaining to the student life of its members which do not fall under the jurisdiction of the faculty; to further in every way the spirit of unity among the students of the school; to increase their sense of responsibility toward each other; and to be a medium by which the social standards of the school can be made and kept high. The work of the association is divided into the following lines of activity:

The Student Council, composed of representatives from each of the classes, handles all matters which are of interest to the student body as a whole.

The Dormitory Council, made up of the officers living in the residence halls, has as its fundamental duty the oversight of student conduct in the dormitories.

The Day Students' Council is composed of students who commute, and is interested primarily in questions which concern the students who do not live in the dormitories.

The Social Activities Committee is also a representative group of students, and it initiates and directs the social affairs of the school. This committee consults with a faculty advisory committee.

The Association appoints a Hospitality Committee each year, whose primary duty is to welcome and assist new students upon their arrival at the school.

Conditions for Graduation

Each student, who faithfully and honorably completes the full curriculum of any department shall, upon the recommendation of the principal of the school, and with the approval of the Commissioner of Education, receive a diploma of graduation signed by the Commissioner of Education and the principal of the school.

Beginning in September, 1929, admission to the two-year course in the State Normal Schools at Bridgewater, Salem, and Worcester will be discontinued. Hereafter the minimum course in the above schools will be three years in length, except for students who have already begun the shorter course. The two-year course will be continued, for the present, in the State Normal Schools at Fitchburg, Framingham, Hyannis, and North Adams.

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CURRICULA

The courses of instruction and training are grouped in four departments, as follows:

I. *Elementary Department.* A two-year elementary school teachers' curriculum, designed for students preparing to teach in the first six grades of the elementary schools.

II. *Kindergarten-Primary Department.* A three-year kindergarten-primary curriculum, designed for students preparing to teach in the kindergarten or first three grades of the elementary schools.

III. *Intermediate Department.* A three-year curriculum, comprising the first three years of the work of the Advanced Department, designed to prepare students for departmental teaching.

IV. *Advanced Department.* A four-year curriculum leading to the degree of BACHELOR OF SCIENCE IN EDUCATION, designed for students preparing to teach in an elementary school or in the junior or senior high school. Graduates of two and three year courses in residence in Massachusetts Normal Schools may enter a third or fourth year class. New students who plan to qualify for teaching in the junior or senior high schools enter at once on the four-year curriculum.

In this department students elect certain major groups of subjects in which to prepare for departmental teaching. The groups usually elected comprise English and history (including community civics), English and geography, English and French, English and library, geography and history, mathematics and science, science and geography.

I. Elementary Department

(Designed for students preparing to teach in the first six grades. Periods are sixty minutes in length, including time for directed study.)

FIRST YEAR			SECOND YEAR		
COURSES	Periods	Semester Hours	COURSES	Periods	Semester Hours
Arithmetic (content)	38	2	Education:		
Education:			Psychology 2 (applied)	38	2
Psychology 1 (the learning process)	48	2½	Pedagogy (general method)	38	2
Personal Ethics	12	¾	History and Principles of Education 1	12	
English:			Professional Ethics	12	
Reading 1 (elementary)	96	5	English:		
English Expression 1 (content)	48	2½	English Expression 2 (method)	24	1½
Library 1 (use of library)	24	1½	Library 2 (children's books)	24	1½
Penmanship	38	2	Literature 1 (elementary)	48	2½
Fine and Practical Arts:			Penmanship	12	
Drawing 1 (introductory)	96	5	Fine and Practical Arts:		
Handicrafts 1 (introductory)	96	5	Drawing 2 (method)	38	2
Music 1 (introductory)	48	2½	Drawing 3 (practice teaching)	12	
History 1	48	2½	Drawing 4 (blackboard sketching)	12	
Physical Education 1	114	6	Music 2 (appreciation)	12	
Science:			Music 3 (practice teaching)	6	
Gardening 1	48	2½	History 2	48	2½
Elementary Science 1	24	1½	Physical Education 2	76	4
Teaching:			Science:		
Observation	24	1½	Elementary Science 2	24	1½
			Geography 1 (elementary)	57	3
			Teaching:		
			Intensive (Training School)	90	
			Extensive (outside schools)	300	

Students of the KINDERGARTEN-PRIMARY DEPARTMENT follow the outline for the Elementary Department for the first two years, with exception of practice teaching and kindergarten theory. Practice in the kindergarten is included in the work of the second year; apprentice teaching in outside schools is a part of the work of the third year. In addition, during the third year, students of this department elect courses offered in the three-year Intermediate Department.

DESCRIPTION OF COURSES AND SUBJECTS

Departments I and II

(*Taken only by the kindergarten-primary department.)

(**Omitted by the kindergarten-primary department.)

*Arithmetic***Elementary Course.** Mr. Durgin.

First year. 38 periods. 2 semester hours.

Organization of the knowledge needed by students in preparation for teaching arithmetic. The aim is to make the processes rational, to promote speed and accuracy in their use, and to make the solution of problems thoughtful rather than mechanical. Emphasis on the need of checking work and on methods of doing so.

A comparative and detailed study of the methods of teaching numbers to young children is included in Methods 1.

*Education and Psychology***Psychology 1. The learning process.** Mr. Hunt.First year. 48 periods. $2\frac{1}{2}$ semester hours.

An introductory course adapted to students just entering the normal school, aiming to acquaint them with significant facts about the learning process. This is partly to improve the quality of their own learning, but more particularly to lay a foundation for their work as teachers, in which they will direct the learning activities of children.

Psychology 2. Applied psychology. Mr. Hunt.

Second year. 38 periods. 2 semester hours.

This course follows the general introduction to the learning process and the student's first period of practice teaching. It includes a special study of the psychology of the modern teaching techniques employed in Reading, Spelling, Arithmetic, and Penmanship as a basis for the intelligent evaluation of their own procedures.

Pedagogy. Methods 1. Miss Beal.

Second year. 38 periods. 2 semester hours.

The course includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the elementary grades; collateral reading.

History and Principles of Education 1. Dr. Boyden.Second year. 12 periods. $\frac{2}{3}$ semester hour.

The purpose of this course is to summarize the principles and methods of teaching in elementary schools by tracing their genesis and development; to broaden the horizon of the teacher through an acquaintance with the work of the modern leaders in education; to lay a foundation for future educational reading and discussion.

Personal Ethics. Miss Pope.First year. 12 periods. $\frac{2}{3}$ semester hour.

This course deals with problems of student conduct and the development of personality. It aims to teach principles of social usage and personal conduct and to help in the creation of ideals of personality so that students may become sensitive to acts inconsistent with these ideals and be able to clearly distinguish between right and wrong.

Professional Ethics. Miss Pope.Second or third year. 12 periods. $\frac{2}{3}$ semester hour.

This course deals with problems which the teacher is likely to meet in actual teaching situations. It includes a discussion of the obligations of teachers as members of a profession and the ethical standards which should govern the relationships between a teacher and pupils, parents, school officers, community, etc.

***Kindergarten Theory and Methods.** Miss Wells.

First year. 76 periods. 4 semester hours.

A preliminary course in child study, with emphasis on the early stages of development, including methods and materials adapted to the pre-school and younger kindergarten child.

Second year. 190 periods. 10 semester hours.

A comprehensive study of the child's active nature and needs. Includes methods and means for physical development; mental, moral, and social culture; and expression through construction, language, and art. The theory is constantly illustrated and applied in observation and practice teaching.

Third year. 48 periods. 2½ semester hours.

Program work; professional reading for a summary of principles and a comparison of methods. A study of educational reports and surveys, with selections from expert kindergarten authorities.

*English***Reading 1. Elementary reading.** Miss Moffitt.

First year. 96 periods. 5 semester hours.

This course includes: (1) the pedagogical and psychological principles underlying the teaching of reading and their use in solving its problems; (2) the various reading systems used in the State; (3) phonetics and its place in the teaching of reading, in teaching foreigners, and in correcting speech defects; (4) lesson plans for both silent and oral reading lessons; (5) the kinds of reading material for the first six grades; (6) good reading habits and ways of forming them; (7) inter-recitation work; (8) dramatization; (9) reading projects involving the use of pictures, clay-modeling and paper construction work; (10) story-telling, which includes (a) history of story-telling, (b) study of various kinds of stories, (c) telling stories, (d) dramatization of stories.

English Expression 1. Miss Lovett and Miss Davis.

First year. 48 periods. 2½ semester hours.

The general aim of this course is twofold: (1) to orient students with regard to standards of English expected in the school; (2) to stress structure and mechanics in so far as they add to effectiveness of thought and expression.

To this end, (1) students endeavor to master the sentence as a unit of expression, from the standpoint of grammar and of rhetoric; (2) students have instruction and practice in the application of the main principles of good expression to short pieces of oral and written composition. Attention is also given to word-study, outlining, précis writing, and other details of composition.

English Expression 2. Miss Davis.

Second year. 24 periods. 1½ semester hours.

This course aims to give the student further practice in expression by means of themes, oral compositions, and special reports, with particular stress upon the social atmosphere. Intensive study is given to certain forms of writing often required of teachers.

Library 1. Use of the library. Miss Carter.

First year. 24 periods. 1½ semester hours.

(1) A knowledge of the use of library tools: card catalogue, reader's guide, indexes to short stories and poems, reference books, and the making of bibliographies.

(2) Organization of the helps which teachers may receive from the library: lists of books, pictures, pamphlets, magazines.

Library 2. Children's books. Miss Carter.

Second year. 24 periods. 1½ semester hours.

(1) A course in the study of children's books; the beginning of literature for children, and its development to the present time; a careful study of Mother Goose, fairy tales, legends, fables, and myths. The purpose is to form standards for the choice of reading for children, and to give a knowledge of editions suitable for school and home use.

(2) A brief survey is made of books of history, travel, biography, science, art, fiction, and poetry suitable for all the grades, in order to form a background of material which will make it possible to encourage and guide a taste for the best in children's reading.

Literature 1. Elementary course. Miss Davis.

Second year. 48 periods. $2\frac{1}{2}$ semester hours.

This course has two divisions, unified by the general aim. Approximately half the time is devoted to a study of the materials and methods to be used in acquainting children with their rich poetic heritage. The remainder of the course is given to a study of some specific phase of standard literature, from the broadly cultural point of view.

Throughout the course the aim is secondarily information, but primarily the cultivation of an increasingly conscious literary appreciation, to the end that each student, as a teacher, may have a sound basis for good judgment and good taste in the teaching of literature.

Penmanship. Mr. Doner.

First year. 38 periods. 2 semester hours.

Second year. 12 periods. $\frac{2}{3}$ semester hour.

The aim of the course is to develop skill in writing on paper, on the blackboard, and in notebook. The arm or muscular movement is taught, consisting of thorough training in posture, penholding, muscular relaxation for ease and fluency in writing; practice in drills, correct letter formation, words, sentences, paragraphs, for the purpose of correlating good penmanship with all other written work; demonstration lessons before classes in training school; practice teaching; course of study and practice outlined for the different grades in schools. Use is made of standard tests for rating and correcting handwriting, in rate and quality, and a record is kept of each student's work on individual progress cards.

Fine and Practical Arts

Drawing 1. Introductory course. Miss Nye.

First year. 96 periods. 5 semester hours.

The course is planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with the processes which they may use. The subjects are lettering, color theory, design and color application to projects made in Handicrafts 1; representation from the scribble stage through parallel perspective.

Drawing 2. Elementary methods and training course. Miss Prevost.

Second year. 38 periods. 2 semester hours.

A definite, progressive series of lessons is developed in each subject, including demonstrations and lesson plans for each school grade, with discussions on the psychology of drawing.

Drawing 3. Practice teaching. Miss Prevost.

First or second year. 12 periods.

This course includes the teaching of drawing and handwork in the training school. The work consists of two conference periods a week; the preparation of lesson plans and demonstrations in teaching; practical teaching, under direct supervision, in drawing, art crafts, and elementary forms of handwork.

Drawing 4. Blackboard sketching. Miss Nye.

Second year. 12 periods. $\frac{2}{3}$ semester hour.

Lettering for rapid work and for programs, calendar pads, and map enlargements. Quick sketches in outline of common objects used in teaching, illustrations with the flat of the chalk, and color decorations.

Handicrafts 1. Introductory course. Miss Beckwith.

First year. 96 periods. 5 semester hours.

This course aims to give the students sufficient technique in the following handicrafts to enable them to carry out the outlines or directions of a supervisor, or to plan work for a small community where there is no supervision. The work includes practice in the following industrial processes: paper folding, paper and cardboard

constructions, box making, and bookbinding. The last seven weeks are given to weaving, basketry, and modeling. Considerable time is spent in working up sand table and theater projects, using different handicrafts.

Music 1. Introductory course. Miss Rand.

First year. 48 periods. $2\frac{1}{2}$ semester hours.

The aim of this course is to give an understanding of the subject matter necessary for teaching public school music, and a working knowledge of various methods used in the elementary grades. It also aims to train the ear and develop the feeling that a school song, if it is perfectly rendered, with due attention to sentiment, tone, enunciation, and rhythm, can be artistic and beautiful.

Lesson plans are made and discussed. Supervised observations are often made in the training school in order that students may, from the outset, be kept in close contact with children. During these exercises students are called upon to participate in the teaching.

Music 2. Music appreciation. Miss Rand.

Second year. 12 periods. $\frac{3}{4}$ semester hour.

This course includes the study of the most important musical forms, of the orchestra, and of the great composers. The aim is to suggest possibilities for further study in order to understand the great world of music, and to give a background for successful teaching.

Music 3. Practice-teaching conference. Miss Rand.

First or second year. 6 periods.

During the time when the students are in the training school, opportunity is given to teach music under direct supervision. A general conference is held once a week for the discussion of problems common to all, for the demonstration of lessons which have been especially successful, and for constructive criticism.

History and Social Science

History 1 and 2. American history and civics. Mr. Arnold.

First and second years. 48 periods each year. 5 semester hours.

Consideration is given to the aims, materials and methods used in teaching history and citizenship in the first six grades.

The work includes: the selection of stories illustrating the stages of civilization and those dealing with important persons and events; a rapid survey of the development of civilization in Europe; American history and civics. The students become familiar with the use of elementary textbooks, maps, pictures, and other illustrative material.

Reading of magazines of current history is required, in the belief that a teacher should be familiar with the problems of the day.

Attention is given to the study of what constitutes good citizenship, and how the ideals and habits of good citizenship may be developed in children.

Physical Education

Physical Education 1 and 2. Miss Zimmerli and Miss Denniston.

First year. 114 periods. 6 semester hours.

Second year. 76 periods. 4 semester hours.

The purpose of the department of physical education is twofold: 1. Personal—(a) To help the individual student to develop to the highest point of physical efficiency by correcting, as far as possible, structural or organic defects and establishing health habits; (b) to develop highest ideals of sportsmanship; (c) to develop leadership. 2. Professional—To train in methods of applying all of the above to children.

The first purpose stated is worked out by means of (a) a course in personal hygiene; (b) individual corrective work; (c) gymnasium work, including marching tactics, free-arm work, apparatus work, folk dancing, group contests and games; (d) The Woman's Athletic Association, which conducts athletic tournaments (hockey, basket ball, baseball, tennis, bowling), hikes, and winter sports.

The second purpose is worked out through (a) a study of methods of teaching health; (b) selection of schoolroom and playground activities for children of different ages; (c) methods of presenting activities (giving commands, organizing groups,

etc.), using the normal class for practice teaching; (d) supervised practice teaching of children in the training school; (e) study of school hygiene and first aid; (f) practice in taking weights, heights, and posture tests.

Science

Gardening 1. Mr. Stearns.

First or second year. 48 periods. $2\frac{1}{2}$ semester hours.

The aim of the course is to prepare students to plan, plant and cultivate a vegetable garden. It includes a study of seed testing; plant structure and physiology; propagation from seeds, cuttings, bulbs, and roots; control of harmful insects and weeds.

Supervision of home and school gardens.

Elementary Science 1. Miss McEachran.

First year. 24 periods. $1\frac{1}{2}$ semester hours.

The aim of the course is to deepen the student's natural interest in living things and to study materials suitable to work in the first six grades. During the spring term attention is given chiefly to plants and birds.

Elementary Science 2. Miss McEachran.

Second year. 24 periods. $1\frac{1}{2}$ semester hours.

A continuation of Course 1. Kinds and care of pets; available animals and insects furnish a basis for animal study. Methods of presenting to children and correlation with other work are emphasized.

Geography 1. Elementary course. Mr. Sinnott.

Second year. 57 periods. 3 semester hours.

The course includes (1) observational work to furnish geographical experience as a basis for further study; (2) geographical influences of the form and motions of the earth, climate, ocean, forms of land and water; (3) need and development of industry and commerce; (4) study of continents and countries; (5) map interpretation; (6) preparation of materials and exercises for teaching; (7) practice in conducting class exercises and in making and solving geographical problems; (8) the study of a graded course in geography to determine its adaptation to grade work; (9) geographical literature for grade work; (10) schoolroom appliances for teaching the subject.

Observation and Practice Teaching

****Directed Observation in the Training School.** Miss Beal, Supervisor.

First year. 24 periods. $1\frac{1}{2}$ semester hours.

The aim is to give familiarity with schoolroom conditions and methods as a basis for practice teaching, and study of methods of teaching. It extends from the kindergarten through the grades in succession, under specific directions, with oral and written reports and discussion.

****Practice Teaching. Intensive teaching in the training school.** Miss Beal, Supervisor.

First or second year. 6 weeks, forenoons.

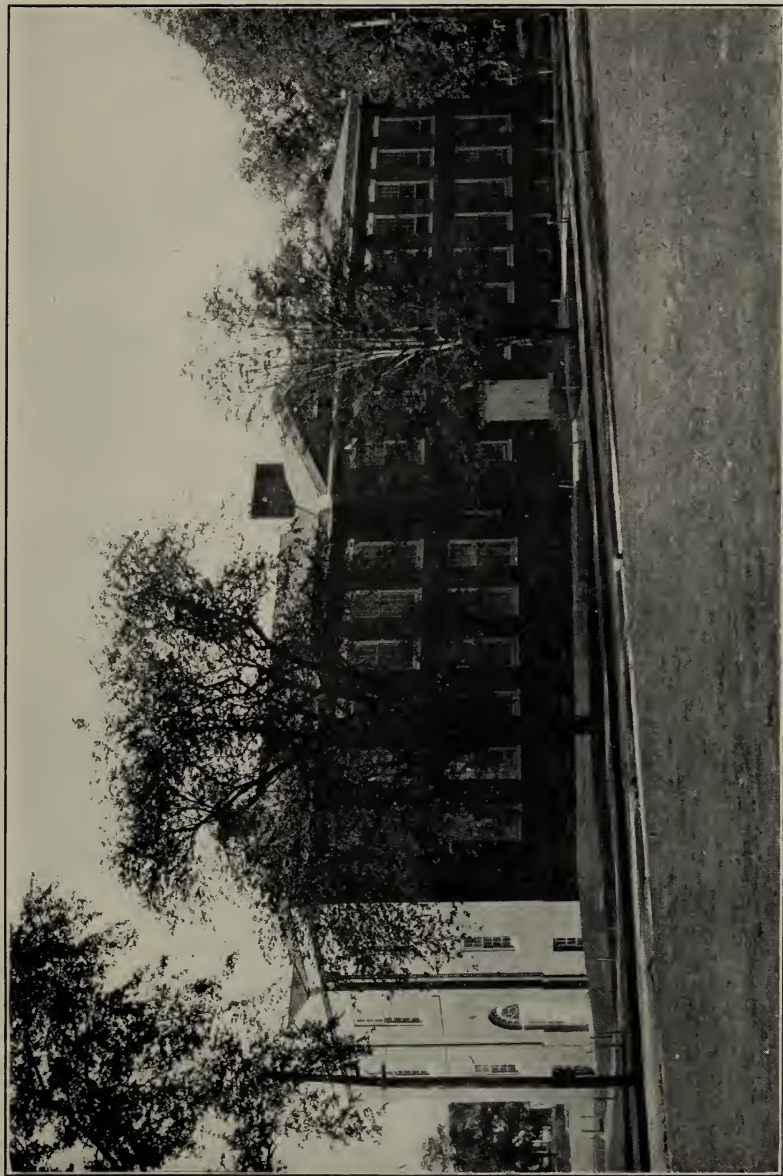
After careful observation the students serve as assistants in the grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

****Apprentice Teaching.** Miss Beal, Supervisor.

Second year. 12 weeks, all day.

Extensive teaching, under supervision, in the schools in near-by towns and cities. The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the normal school. Systematic reports of their work are made to the supervisor by the student-teachers and by the teachers with whom they are working.

TRAINING SCHOOL



***Directed observation in the Training School.** Miss Beal and Miss Wells, Supervisors.

First year. Grades. 24 periods. $1\frac{1}{3}$ semester hours.

Second year. Kindergarten. 24 periods. $1\frac{1}{3}$ semester hours.

The aim of this observation is to give familiarity with schoolroom conditions and methods through participation in the work of the room in a variety of ways.

***Practice Teaching. Intensive teaching in the training school.** Miss Beal and Miss Wells, Supervisors.

Second year. Kindergarten, 12 weeks, forenoons, plus 12 periods.

Primary grades, 6 weeks, forenoons.

After careful observation the students serve as assistants in one or two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises. In the kindergarten each student has her own group of children for the term.

Third year. 12 weeks, forenoons.

Extensive teaching in training school kindergarten, or outside kindergartens, to give experience in all phases of the work.

***Apprentice Teaching.** Miss Beal, Supervisor.

Third year. 12 weeks, all day.

Extensive teaching in primary grades, under supervision, in the schools in near-by towns and cities.

III and IV. Intermediate and Advanced Departments

An Intermediate Curriculum includes the first three years of work, for which a diploma is given.

FIRST YEAR			SECOND YEAR		
COURSES	Periods	Semester Hours	COURSES	Periods	Semester Hours
<i>Required</i>			<i>Required</i>		
Education:			Education:		
Personal Ethics	12	4	Psychology 1	48	2½
English:			English:		
Reading 2	48	2½	Expression 3	48	2½
Expression 1	48	2½	Literature 3	76	4
Library 1	24	1½	Penmanship	12	½
Penmanship (women)	24	1½	Fine Arts:		
Penmanship (men)	38	2	Drawing 4	12	½
Fine and Practical Arts:			Drawing 5	48	2½
Drawing 1	96	5	Drawing 7	12	
Handicrafts 1	96	5	Music 2	24	1½
Music 1	38	2	Music 3	6	
Practical Arts 1 (men)	152	8	Physical Education 2 (women)	76	4
Mathematics:			Physical Education 5 (men)	76	4
Junior High School	76	4	Science:		
Physical Education 1 (women)	114	6	General Biology (men)	152	8
Physical Education 5 (men)	76	4	Geography 2	96	5
Science:			Social Studies:		
Applied Chemistry (men)	48	2½	History 4	76	4
Applied Physics (men)	48	2½	Observation	12	½
General Biology (women)	48	2½	Practice Teaching	90	
Physiography (men)	96	5			
Physiography (women)	24	1½	<i>Elective</i>		
Social Studies:			Library 3	48	2½
History 3	96	5	Practical Arts 2	48	2½
<i>Elective</i>			Algebra	24	1½
French 1	124	6½	Plane Geometry	24	1½
Gardening 1	48	2½	French 2	96	5
Gardening 2	24	1½	Gardening 3	48	2½
Practical Arts 1 (women)	24	1½	Economic Chemistry (men)	152	8

THIRD YEAR			FOURTH YEAR		
<i>Required</i>			<i>Required</i>		
Education:			Education:		
Psychology 2	38	2	Psychology 3 and 4	114	6
Administration	38	2	History of Education 2	76	4
General Method 2	48	2½	Modern Problems of Education	76	4
History and Principles of Education 1	24	1½	Physical Education 4 or 5	38	2
Professional Ethics	12	½	Sociology and Economics	76	4
English:			<i>Elective</i>		
Public Speaking (men)	48	2½	English:		
Fine Arts:			Expression 5	114	6
Drawing 6	24	1½	Library 5	152	8
Physical Education 3 (women)	96	5	Literature 5	114	6
Physical Education 5 (men)	48	2½	Fine Arts:		
Science:			Drawing 9	76	4
Civic Biology	38	2	Music 5	76	4
Apprentice Teaching	300		Mathematics:		
<i>Elective</i>			The Teaching of Mathematics	76	4
English:			French 4	152	8
Reading 3	38	2	Science:		
Expression 4	96	5	Methods in Science Teaching	48	2½
Library 4	76	4	Botany	76	4
Literature 4	96	5	Geography 4	114	6
Penmanship	38	2	Social Studies:		
Fine and Practical Arts:			History 6	114	6
Drawing 8	38	2	History 8	114	6
Handicrafts 2	76	4			
Music 4	24	1½			
Practical Arts 3	76	4			
Mathematics:					
Solid Geometry and Trigonometry	48	2½			
Mathematical Analysis	24	1½			
French 3	152	8			
Science:					
Economic Chemistry (women)	38	2			
Zoölogy	76	4			
Physiography (women)	38	2			
Geography 3	76	4			
Social Studies:					
History 5	96	5			
History 7	96	5			

DESCRIPTION OF COURSES AND SUBJECTS

Departments III and IV

*Education and Psychology***Psychology 1. The learning process. Mr. Hunt.**

Second year. 48 periods. $2\frac{1}{2}$ semester hours.

The child is studied as a reacting organism, involving a brief survey of the central nervous system; the acquisition of definite reactions to situations imposed by the child's environment; the inherited nature of the child as expressed in reflexes and instincts; study of the latter as the foundation upon which the teacher builds; with special attention to the instincts particularly involved in education. The general laws which govern economical learning are studied and applied to many schoolroom situations.

Psychology 2. Applied psychology. Mr. Hunt.

Third year. 38 periods. 2 semester hours.

This course, following the general introduction to the learning process and the student's term of practice teaching, lays special emphasis on the process by which accurate ideas are acquired and how they become associated so as to result in an organized body of knowledge.

Administration. Professional course for teachers in the junior high school.

Mr. Hunt.

Third year. 38 periods. 2 semester hours.

The following subjects are considered: recent educational experiments for improving the efficiency of the public school system; arguments in favor of the 6-3-3 plan of organization; the junior high school organization, including program of studies, school equipment, departmental teaching, differentiation of work, promotion, etc.; psychology of early adolescence as a foundation for methods of instruction and control; some approved schemes for making educational measurements adapted to junior high schools.

Psychology 3 and 4. Educational measurements and the psychology of exceptional children. Mr. Hunt.

Fourth year. 114 periods. 6 semester hours.

The course includes the following topics:

Introductory study of the range of ability for any given age or grade. Survey of investigations as to the relative importance of heredity and environment in producing this variation. Psychology of the normal and subnormal studied to ascertain nature and causes of individual differences.

Study of the development of the modern science of intelligence testing. Work of Binet and the Stanford Revision of the Binet method in America. Training in the application of the above method in actual practice. Study of the best known group tests, with practice in their use.

Study of statistical method of handling the data derived from these tests. Interpretation of results. Diagnosis of class and individual needs.

Survey of modern systems of grading and promotion. Problems of retardation and acceleration. Modifying the content and method of education for defectives. Provisions for the exceptionally bright pupil. Study of current problems of 6-3-3 reorganization, with special study of curricula and program-making in junior and senior high schools.

Pedagogy. Methods 2. Miss Beal.

Third year. 48 periods. $2\frac{1}{2}$ semester hours.

The course includes a study of school conditions and activities in relation to general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the upper grades; research work related to educational problems of the day and to pedagogical literature.

History and Principles of Education 1. Dr. Boyden.

Third year. 24 periods. $1\frac{1}{2}$ semester hours.

The purpose of this course is to summarize the principles and methods of teaching by tracing their genesis and development, especially in Massachusetts; to broaden

the horizon of the teacher through an acquaintance with the work of the great leaders in education.

History of Education 2. Dr. Boyden.

Fourth year. 76 periods. 4 semester hours.

A study of the sources and evolution of modern educational systems and methods. The social ideals of other civilizations and other centuries, as influencing education. Search is made for the permanent and universal principles of educational procedure, contemporary educational leaders and literature, educational systems in aristocracies and in democracies. A foundation is laid for future educational reading and research.

Modern Problems of Education. Miss Beal.

Fourth year. 76 periods. 4 semester hours.

First Term.—Problems of classroom teaching in elementary and secondary schools; significant differences in relation to differences in methods of teaching; some results of scientific investigation of teaching problems to indicate classroom procedure based upon these investigations; influences upon method of teaching exerted recently by contemporaries such as Dewey, Thorndike, Kilpatrick, Judd.

Second Term.—Intensive study of current problems and practice in instruction in one or more special subjects in one or more grades of elementary, junior, or senior high schools; contributions made by experimental and demonstration schools, and by statistical and experimental investigation. Recent bibliographies on general and special methods, and practice in making such bibliographies.

Third Term.—The curriculum. Objectives of education as dictated by personal and social needs; types of pupil activity and experience most effective in achieving the several objectives; principles underlying curriculum making. Analysis of three or more courses of study to distinguish characteristics of "subject-syllabus," "project-problem," and "border" types, and serve as a basis for classification. Research work to determine practical problems in formulating a course of study in a special subject or for a grade or group of grades. Determination of effective ways of using a "subject-syllabus" type in relation to the project-problem method of learning and teaching. Textbook: Bonser, "The Elementary School Curriculum."

Personal Ethics. Miss Pope.

First year. 12 periods. $\frac{2}{3}$ semester hour.

This course deals with problems of student conduct and the development of personality. It aims to teach principles of social usage and personal conduct and to help in the creation of ideals of personality so that students may become sensitive to acts inconsistent with these ideals and be able to clearly distinguish between right and wrong.

Professional Ethics. Miss Pope.

Third or fourth year. 12 periods. $\frac{2}{3}$ semester hour.

This course deals with problems which the teacher is likely to meet in actual teaching situations. It includes a discussion of the obligations of teachers as members of a profession and the ethical standards which should govern the relationship between a teacher and pupils, parents, school officers, community, etc.

English

Reading 2. Miss Moffitt.

First year. 48 periods. $2\frac{1}{2}$ semester hours.

This course includes the application of phonetics to work in the upper grades, or to those who have defects in speech; methods of teaching oral and silent reading in the upper grades, including supplementary reading, platform reading, and oral themes.

Reading 3. Dramatization (elective). Miss Moffitt.

Third year. 38 periods. 2 semester hours.

The course includes harmonic gymnastics; principles of voice; pantomime; impersonations; public speaking; reading and staging of plays; programs for junior high school dramatics.

English Expression 1. Miss Lovett and Miss Davis.

First year. 48 periods. 2½ semester hours.

The general aim of this course is twofold: (1) to orient students with regard to standards of English expected in the school; (2) to stress structure and mechanics in so far as they add to effectiveness of thought and expression.

English Expression 3. Miss Lovett.

Second year. 48 periods. 2½ semester hours.

This course examines and evaluates current methods of teaching spelling and English expression in the elementary grades. Various curricula are noticed, both as to form and as to content. A variety of textbooks and teachers' manuals serve as laboratory material.

English Expression 4. Methods of teaching in the junior high school (elective). Miss Lovett.

Third year. 96 periods. 5 semester hours.

This course includes (1) a brief survey of the aims, subject matter and methods of teaching English expression in the elementary grades, and intensive preparation for departmental teaching of English expression in the junior high school; (2) a review of those principles of grammar and rhetoric which aid in the technique of artistic writing and speaking; (3) research work in various phases of English teaching; (4) practice in oral and written composition.

English Expression 5. Methods of teaching in the senior high school (elective). Miss Lovett.

Fourth year. 114 periods. 6 semester hours.

This course includes (1) purposes and ideals; the examination, selection, and organization of material; articulation of English with other subjects; minimum English standards; problems in teaching the classics; practice in the organization and presentation of material; various phases of testing and grading; individual research.

Library 1. Use of the library. Miss Carter.

First year. 24 periods. 1½ semester hours.

(1) A knowledge of the use of library tools: card catalogue, reader's guide, indexes to short stories and poems, reference books, and the making of bibliographies.

(2) Organization of the helps which teachers may receive from the library: lists of books, pictures, pamphlets, magazines.

Library 3. (elective). Miss Carter.

Second year. 48 periods. 2½ semester hours.

This course gives practice in the routine work involved in the administration of a school library. Training is given in the mechanics of preparation of books for circulation; in reference work; in the making of bulletin boards, exhibits of books and lists of reading; in methods of teaching library lessons. Illustrative material for school use (including pictures, clippings, pamphlets) is organized. Students act as assistants during library hours.

Library 4 (elective). Miss Carter.

Third year. 76 periods. 4 semester hours.

The story-hour and the use of the library by grade children. Experience in planning and conducting library hours with the grades is gained by practice with classes from the training school. Practice work in the library.

Library 5 (elective). Miss Carter.

Fourth year. 152 periods. 8 semester hours.

Advanced library work for those who have had the courses outlined above.

(1) Methods of teaching the use of the library. Practice in Training School Library. (2) Library classes with children. (3) Book selection. (4) Cataloging and classification. (5) Reference and bibliography. (6) School library administration.

Literature 3. Junior high school literature. Miss Hill.

Second year. 76 periods. 4 semester hours.

Part 1. Objectives and Materials.

Part 2. Practical Problems in Presentation.

Part 3. Dramatics: (a) Theory, (b) Practice.

Literature 4. Modern literature (elective). Miss Hill.

Third year. 96 periods. 5 semester hours.

Part 1. Victorian Prose and Poetry.

Part 2. The Modern Novel.

Part 3. Modern Poetry.

Literature 5. Selected prose and poetry (elective). Miss Hill.

Fourth year. 114 periods. 6 semester hours.

Part 1. A Survey of World Literature.

Part 2. Twelve Plays of Shakespeare.

Part 3. Literary Criticism.

Public Speaking (for men). Miss Hill.

Third year. 48 periods. $2\frac{1}{2}$ semester hours.

This course aims to eradicate faults in the use of voice; to establish correct pronunciation; to reveal the relation of voice to social adaptability; to organize vocabulary study; and to give opportunity for practice in conversation and in extemporaneous speaking.

Penmanship. Mr. Doner.

First year. For women—24 periods. $1\frac{1}{3}$ semester hours.

For men—38 periods. 2 semester hours.

Second year. For women—12 periods. $\frac{1}{2}$ semester hour.

This course prepares students to teach penmanship in the upper grades or in the junior high school, with special reference to methods of correlating the work in writing with the daily written work. Requirements are: satisfactory paper practice, board writing, and notebook writing. Students who have a special aptitude for penmanship and who desire to specialize in the subject will find the course well suited to their needs. Improvement in rate and quality is recorded on individual progress cards.

Third or fourth year (elective). 38 periods. 2 semester hours.

Advanced blackboard writing, latest approved methods of teaching handwriting in the grades, Old English text lettering, rapid manuscript printing, Engrossers' Script writing, and writing for the special penmanship certificate. To qualify for this course the student should have at least a B rate in plain, rapid writing.

*Fine and Practical Arts***Drawing 1. Introductory course.** Miss Nye.

First year. 96 periods. 5 semester hours.

The course is planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with the processes which they may use.

Drawing 4. Blackboard sketching. Miss Nye.

Second year. 12 periods. $\frac{1}{2}$ semester hour.

Lettering for rapid work and for programs, calendar pads and map enlargements. Quick sketches in outline of common objects used in teaching, illustrations with the flat of the chalk, and color decorations.

Drawing 5. Junior high school methods. Miss Prevost.

Second year. 48 periods. $2\frac{1}{2}$ semester hours.

Methods of teaching drawing, with especial emphasis upon the work in the upper grades. A definite, progressive series of lessons is developed, including demonstrations and lesson plans, with discussions on the psychology of drawing.

The subjects are grouped as follows: nature drawing, representation, including illustrative sketching and picture design; picture study; mechanical drawing, with application to the making of maps, diagrams, and working drawings.

Drawing 6. Art appreciation. Miss Prevost.

Third year. 24 periods. $1\frac{1}{3}$ semester hours.

A study is made of fine art in relation to the home and to the community. A background of culture for appreciation is given by studying historic forms of architecture

and historic forms of furniture and decoration with their modern applications; by studying house planning and building in relation to the environment. The material for class work is furnished by the students as the result of reading and research and the perusal of current magazines. Pictures, photographs, tracings, and drawings are collected.

Drawing 7. Junior high school training course. Miss Prevost.

First or second year. 12 periods.

The work includes two conference periods a week; preparation of lesson plans; demonstrations in teaching; and teaching, under direct supervision, in drawing, art crafts, and elementary forms of handwork.

Drawing 8. Design (elective). Miss Nye.

Third or fourth year. 38 periods. 2 semester hours.

Theory and principles of design. The application of original designs to textiles, boxes, etc., with block prints, textile dyes, etc.

Drawing 9. History of art and art appreciation (elective). Miss Prevost.

Fourth year. 76 periods. 4 semester hours.

A general survey of the history of architecture, sculpture, and painting from the Egyptian period to the Renaissance of modern times. The fundamental principles underlying great works of art are studied in order to increase the student's power to select and enjoy good examples of fine art. Required readings, notebooks, and discussions.

Handicrafts 1. Introductory course. Miss Beckwith.

First year. 96 periods. 5 semester hours.

The course aims to give the students sufficient technique in the handicrafts to enable them to carry out the outlines or directions of a supervisor, or to plan work for a small community where there is no supervision.

Handicrafts 2. Advanced (elective). Miss Beckwith.

Third or fourth year. 76 periods. 4 semester hours.

Advanced handwork for students showing marked ability in Design and Handwork.

Music 1. Introductory course. Miss Rand.

First year. 38 periods. 2 semester hours.

The aim of this course is to give an understanding of the subject matter necessary for teaching public-school music, and a working knowledge of various methods used in the elementary grades. It also aims to train the ear and develop the feeling that a school song, if it is perfectly rendered, with due attention to sentiment, tone, enunciation, and rhythm, can be artistic and beautiful.

Music 2. Music appreciation. Miss Rand.

Second year. 24 periods. 1½ semester hours.

The course includes the study of the most important musical forms, of the orchestra, and of the great composers. The aim is to suggest possibilities for further study in order to understand the great world of music, and to give a background for successful teaching.

Music 3. Practice teaching conference. Miss Rand.

First or second year. 6 periods.

During the time when the students are in the training school, opportunity is given to teach music under direct supervision. A general conference is held once a week for the discussion of problems common to all, for the demonstration of lessons which have been especially successful, and for constructive criticism.

Music 4. Creative music in the grades (elective). Miss Rand.

Third year. 24 periods. 1½ semester hours.

A study of how to teach children to compose little songs. Practical work in the Demonstration Room with classes of children, in order to become acquainted with the difficulties and possibilities of this work.

Music 5. History of music and music appreciation (elective). Miss Rand.

Third or fourth year. 76 periods. 4 semester hours.

The aim of the course is to give power in understanding in order to enjoy the greatest music.

The content of the course is as follows: music history, periods from primitive to modern; the lives and works of the great composers; analysis of the structure of music as found in the various periods covering the important forms, both vocal and instrumental; technical terms in common use; a study of simple chords; suggestions as to ways in which music appreciation may be taught in the schools.

Practical Arts 1. Mr. Kelly.

First year. For men, required. 152 periods. 8 semester hours.

For women, elective. 24 periods. $1\frac{1}{2}$ semester hours.

Principles of mechanical drawing. Designing and making working drawings of furniture, toys, and other useful projects carried on in connection with shop work. Simple machine design, tracing, blueprinting, specifications.

Practical Arts 2. Shop work (elective). Mr. Kelly.

Second or third year. 48 periods. $2\frac{1}{2}$ semester hours.

Shop work in a variety of industries. The purpose of the course is to give a practical knowledge of a number of lines of useful handwork for teachers. Articles are made that are required for school use. Repair work that can easily be done by teachers is emphasized.

Practical Arts 3. Printing (elective). Mr. Kelly.

Second or third year. 76 periods. 4 semester hours.

Principles of printing. Orderly procedure in practical shop work in printing by students, affording excellent opportunity for correlation with English department and other departments of school. Each student is required to direct a project selected by a group before completing course.

*Mathematics***Junior High School Mathematics.** Mr. Durgin.

First year. 76 periods. 4 semester hours.

This course includes the mathematics for the junior high school grades recommended by the National Committee on Mathematical Requirements. Emphasis is placed on the methods of teaching the subject matter.

Algebra (elective). Mr. Durgin.

Second year. 24 periods. $1\frac{1}{2}$ semester hours.

Review of high-school algebra, with some emphasis on methods of teaching. Such advanced topics as time will permit.

Plane Geometry (elective). Mr. Durgin.

Second year. 24 periods. $1\frac{1}{2}$ semester hours.

Review of plane geometry, with special emphasis on original problems, numerical computations, and methods of teaching geometry in the junior and senior high schools.

Solid Geometry and Trigonometry (elective). Mr. Durgin.

Third year. 48 periods. $2\frac{1}{2}$ semester hours.

Mathematical Analysis (elective). Mr. Durgin.

Third or fourth year. 24 periods. $1\frac{1}{2}$ semester hours.

Designed to enlarge, enrich, and co-ordinate the ideas of algebra and geometry, and to promote the more effective teaching of both subjects.

The Teaching of Mathematics (elective). Mr. Durgin.

Fourth year. 76 periods. 4 semester hours.

The course includes discussion of the aims, organization, and methods of teaching mathematics in the junior and senior high schools. It includes, also, consideration of (1) the evolution of our present courses in mathematics; (2) reports of the National Committee on Mathematical Requirements; (3) classroom practice, typical



GYMNASIUM

lessons, special devices and equipment; (4) examination of recent textbooks, especially those for the junior high school, and study of literature on the teaching of mathematics.

Modern Languages

The following courses are open to those who have had good high school courses of three years, or their equivalent, in the subject.

French 1. Introductory (elective). Miss Bradford.

First year. 124 periods. 6½ semester hours.

This course aims to establish a thorough working knowledge of the language. It includes a systematic study and presentation of the principles of grammar, with exercises in composition; augmentation of vocabulary; an elementary course in phonetics and use of phonetic symbols; and conversation based on material in textbooks and in French newspapers and on every-day experiences. Preliminary discussion of methods of adaptation to junior high school needs is introduced, with lesson planning and teaching lessons. French is the language of the classroom.

French 2. Methods (elective). Miss Bradford.

Second year. 96 periods. 5 semester hours.

This course deals with the methodology of modern language teaching. Special emphasis is placed on the modified direct method for use in the junior high school; study of syllabi; college entrance examination board questions and new-type tests; examination of textbooks; methods of teaching pronunciation; songs, games, and use of realia, such as imported charts, maps, posters, children's books, and victrola records. The theories are put into practice in teaching lessons. Oral work is stressed throughout.

One term is reserved for conversation in French on classified subjects relating to every-day life in France.

French 3. Advanced French for cultural purposes (elective). Miss Bradford.

Third year. 152 periods. 8 semester hours.

The aim of this course is to gain, by means of a correlated survey of the literature and history and study of the geography of France, together with the other factors of French civilization, a general cultural background, with a view to application of the fundamentals thereof in the work with junior high school pupils. To this end more careful study is made of the authors whose works are appropriate to the junior high school. This is supplemented by a short course in letter writing and study of noted French letter writers. French is the language of the classroom.

French 4. History of French literature (elective). Miss Bradford.

Fourth year. 152 periods. 8 semester hours.

First term, the novel; second term, the drama; third term, poetry and further prose.

Intensive study of the works of representative authors of all the periods, with the chief aims of appreciation of the literature and the establishing of a first-hand knowledge of the life and ideas of another people, with a view to use in the senior high school; extensive outside reading and the writing in French of a paper on the development of a phase of French literature. French is the language of the classroom.

Physical Education

Physical Education 1 and 2 (for women). Miss Zimmerli and Miss Denniston.

First year. 114 periods. 6 semester hours.

Second year. 76 periods. 4 semester hours.

The purpose of the department of physical education is twofold:

1. Personal—(a) Physical efficiency. (b) Ideals of sportsmanship. (c) Leadership.
2. Professional—application to teaching.

For details of the work, see outline in elementary course.

Physical Education 3 and 4 (for women). Miss Zimmerli and Miss Denniston.

Third year. 96 periods. 5 semester hours.

Fourth year. 38 periods. 2 semester hours.

1. Special development of field meets, pageants, athletic tournaments.
2. Experience in coaching and refereeing in athletics.
3. Methods of teaching hygiene.
4. Community hygiene.

Physical Education 5 (for men). Mr. Crosier.

First and second years. 76 periods, each year. 8 semester hours.

Third year. 48 periods. $2\frac{1}{2}$ semester hours.

Fourth year. 38 periods. 2 semester hours.

The purpose is twofold:

1. Personal—(a) To develop body control in gymnastics, games, and sports; to establish health habits. (b) To develop ideals of sportsmanship and teamwork. (c) To develop initiative and leadership.

2. Professional. To train in methods of applying all of the above to children. Methods of organization and promotion of sports as conducted by athletic organizations. Practice in officiating and coaching.

The first purpose stated is worked out by means of (a) a course in hygiene and first aid; (b) gymnasium work, including marching tactics, free-arm exercises, apparatus exercises, gymnastic dancing, group contests and games; (c) The Men's Athletic Association, which conducts athletic contests (soccer, basket ball, volley ball, baseball, track, and tennis) and supervises the school teams in various sports.

The second purpose is worked out through (a) a study of methods of teaching health; (b) selection of schoolroom and playground activities for boys of different ages; (c) methods of presenting activities (giving commands, organizing groups, coaching, etc.), using the normal class for practice teaching; supplemented by practice teaching in near-by schools.

First and second years—reviews the work as given in up-to-date school systems and affords an opportunity for personal development in muscular development and control which will make the men better fitted to present the subject of physical education to the boys and girls in the schools.

Third and fourth years—a study of methods of organization and promotion, coaching and officiating. Emphasis is placed upon practice teaching, initiative, and leadership.

Science

Applied science (for men). Mr. Shaw.

First year. 48 periods. $2\frac{1}{2}$ semester hours.

A study is made of the following subjects: processes needed for the interpretation of nature and of human industries; chemistry of air, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; nitrogen, fertilizers and explosives; carbon dioxide; ventilation; flame and fuel,—how to start, control, and extinguish fires; uses of a chimney; characteristics of a good fuel; water,—simple tests for the purity of drinking water; location, protection, and ventilation of wells; acids and alkalies,—relations; common metals. Considerable attention is also given to laboratory procedure to furnish the basis for the later courses in chemistry.

Economic chemistry (elective). Mr. Shaw.

Second year. For men, 152 periods. 8 semester hours.

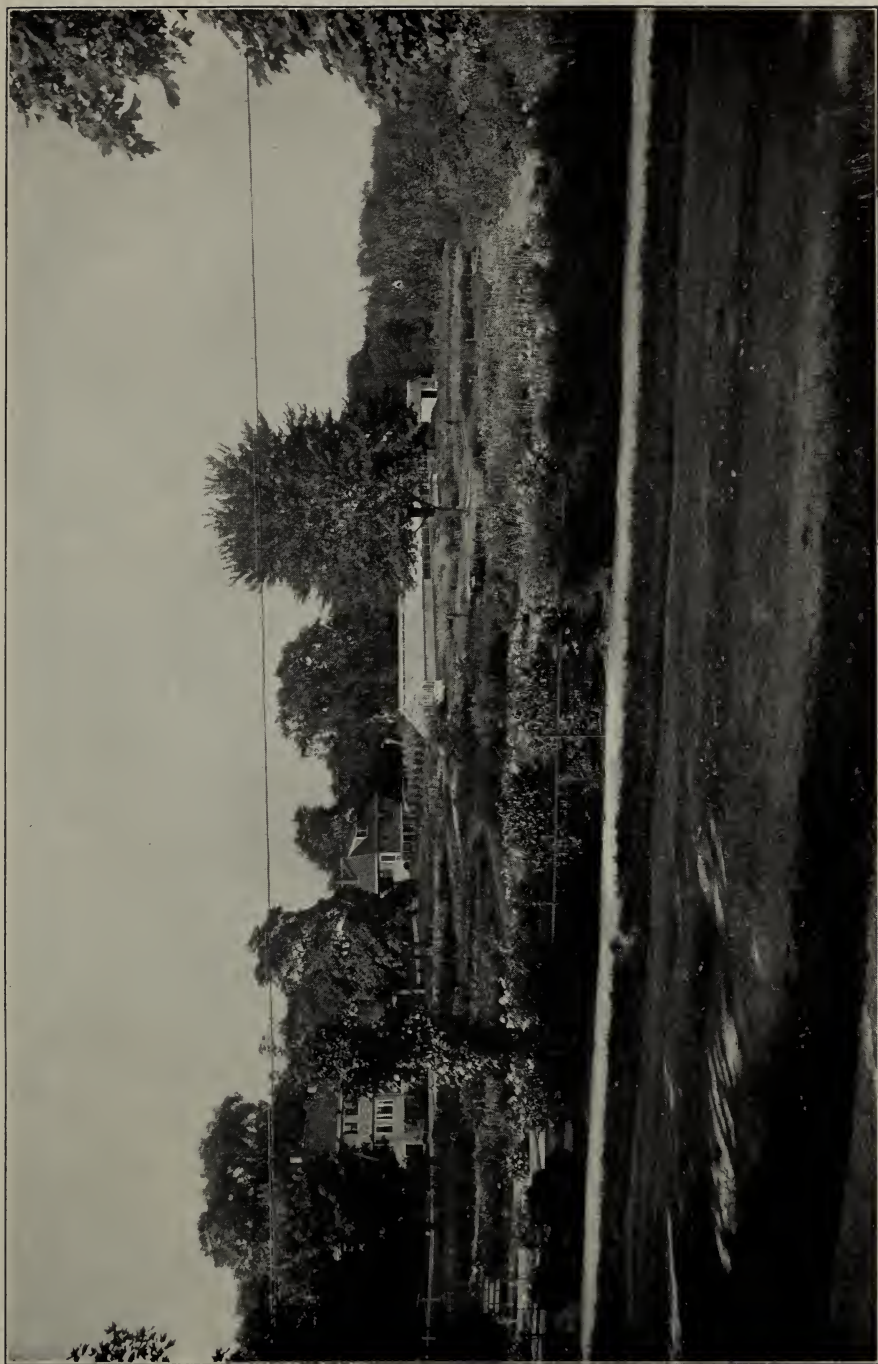
Third year. For women, a part of the course. 38 periods. 2 semester hours.

The purpose of the course is to prepare to teach general science and high school chemistry. The first part includes so much of chemical analysis as is essential to an intelligent study of industrial and economic chemistry. The student learns how to organize chemical facts for a definite purpose, gains insight into chemical processes and procedures, and acquires a useful mastery of laboratory technique. The second part affords opportunity to elect work in water analysis, milk analysis, soil and fertilizer analysis, food inspection and mineral analysis.

Applied physics (for men). Mr. Durgin.

First year. 48 periods. $2\frac{1}{2}$ semester hours.

The aim of this course is to develop power to interpret common physical phenomena in the light of the principles that underlie them; to prepare the student to



NATURAL SCIENCE GARDEN

use the laws of physics as involved in other subjects; and to give him experience in the use of apparatus.

Methods in science teaching (elective). Mr. Shaw.

Fourth year. 48 periods. $2\frac{1}{2}$ semester hours.

Familiarity with current methods and courses by visits to several junior high and senior high schools, and by critical study of recent textbooks and published courses.

Working out of projects and lesson plans.

History of high school science teaching.

Gardening 1 (elective). Mr. Stearns.

First year. 48 periods. $2\frac{1}{2}$ semester hours.

The aim of the course is to prepare students to plan, plant, and cultivate a vegetable garden. It includes a study of seed testing; plant structure and physiology; propagation from seeds, cuttings, bulbs, and roots; control of harmful insects and weeds.

Gardening 2. School gardening (elective). Mr. Stearns.

First year. 24 periods. $1\frac{1}{2}$ semester hours.

Each student applies this study by cultivating a vegetable garden. Seeds are tested, plans are arranged for each garden, soil is prepared for seeds, and the plot is cultivated for its special purpose. Also, a number of students work in co-operation on plots designed for decorative or other special purposes and direct groups of children in planting these gardens.

Gardening 3. Gardening, care of orchard, supervision (elective). Mr. Stearns.

Second or third year. 48 periods. $2\frac{1}{2}$ semester hours.

This course is planned for students who are preparing to help in increasing the number and the value of home and school gardens. It includes propagation of plants from seeds, bulbs, cutting, layering, root-division; cleft grafting, budding, pruning, and spraying fruit trees; landscape gardening; construction and use of cold-frames; garden plans; supervision of children's gardening.

Civic Biology. Mr. Stearns.

Third year. 38 periods. 2 semester hours.

This course includes matters pertaining to public health, bacteria in relation to disease control, animal pests, forestry, and other community problems.

General Biology. Miss McEachran.

First year. Women. 48 periods. $2\frac{1}{2}$ semester hours.

Second year. Men. 152 periods. 8 semester hours.

The course starts with field work which gives opportunity for (1) the study of life in its natural habitat; (2) collecting and preserving of materials for future use; (3) stocking and maintaining a balanced aquarium.

Biological principles associated with protoplasm, the cell, genetic continuity and genetic continuity with modification are studied.

The course is planned to suggest materials and methods which will be helpful in teaching biological science work to children.

Biology. Zoology (elective). Miss McEachran.

Third year. 76 periods. 4 semester hours.

This course gives an opportunity for a more detailed study of biological principles than is possible in the general course. First term—Field work to study invertebrate forms in their natural habitat and to collect protozoa, hydra, flat worms, earthworms, insects, etc., for laboratory study. Students have one lecture period a week and report on laboratory assignments once a week. Second and third terms—The work centers around a comparative study of vertebrate forms.

Biology. Botany (elective). Miss McEachran.

Fourth year. 76 periods. 4 semester hours.

A more detailed study of plants than is possible in the general course. First term—Evolution of plants, types of lower plants, development of sex, division of

labor, specialization of structure, economic importance of the lower plants to agriculture and health. Second term—Review and a more detailed study of the flowering plant, with emphasis upon the physiological activities and economic use. Third term—Field work. A study of the spring flowers and the classification of plants.

Biology 1 and 2 are planned to aid students who wish to teach general science and biology and also build a foundation for further study along biological lines.

Physiography. Mr. Shaw.

First year. For men, 96 periods. 5 semester hours.

For women, a part of the course, 24 periods. $1\frac{1}{2}$ semester hours.

Third year. For women (elective). 38 periods. 2 semester hours.

The course includes the practical study of common minerals, building stones and soils, with constant application to the study of geography and to the industries; effects of heat and chemicals upon minerals, with reference to the industries.

The following physiographic agencies are studied: the mechanical and chemical action of the atmosphere; stream and river action; the seas acting on the lands; ground water in relation to caves, springs, geodes and mineral veins; glacial action; vulcanism; physiographic structures and regions in North America as a basis for an understanding of the distribution and activities of its inhabitants.

Geography 2. Mr. Sinnott.

Second year. 96 periods. 5 semester hours.

The material of this course is organized to serve as a basis for departmental teaching in the upper grades, and includes (1) the work as outlined in Geography 1; (2) a study of the natural regions of our own country; (3) a comprehensive study of America and Europe; (4) a careful study of a few of the typical industries to determine their importance and the geographical factors that have influenced their development, together with their influence upon other industries.

Geography 3. (A) Advanced regional geography. (B) Correlation of geography and history (elective). Mr. Sinnott.

Third year. 76 periods. 4 semester hours.

(A) Selected regions are studied to determine: (1) basis upon which the selection of the region is made; (2) geography of the region; (3) how the region has affected local activities; (4) contribution of the region to the world; (5) great natural regions of the continents.

(B) A study of the leading nations to determine: (1) important facts of world's industry and commerce; (2) influence of geographic environment upon human activities; (3) operation of geographic factors in history; (4) international relationships.

Geography 4. (A) Advanced physical geography. (B) Economic geography.

(C) Mathematical geography. (D) The industrial development of the nineteenth century (elective). Mr. Sinnott.

Third and fourth years. 114 periods. 6 semester hours.

(A) A study of the facts of physiography, geology, and meteorology as factors influencing human development.

(B) A study of the physical basis of commerce and industry; foodstuffs, raw materials, power, manufactures, markets, transportation; distribution of industries; laws of trade; routes of trade; place of the United States in commerce and industry.

(C) A study of astronomical phenomena as factors influencing the distribution and activities of men; effects of earth's form and motions; determination of latitude and longitude; measurement of time; calendars; seasons; distribution of heat; map projection and construction; government surveys.

(D) To give the student an understanding of the rapid industrial progress of the last century as influenced by such factors as: the invention of machinery; division of labor; growth of education; application of science to industry; improvement in methods of transportation; new areas of production; organization of labor and capital; new economic policies.

*Social Studies***History 3. Mr. Arnold.**

First year. 96 periods. 5 semester hours.

A study of the development of American institutions and ideals in the political, social, and economic worlds, through European history to the present time. The aims and methods of teaching history and community civics in junior and senior high schools are discussed.

History 4. World history. Miss Cowdell.

Second year. 76 periods. 4 semester hours.

A survey of human progress from the earliest time to the present.

History 5. Modern European history (elective). Miss Cowdell.

Third year. 96 periods. 5 semester hours.

A study of the political, social, and economic movements in Europe from 1815 to the present time.

History 6. Advanced American history (elective). Mr. Arnold.

Fourth year. 114 periods. 6 semester hours.

A study of the historical documents and material of American history for a more intelligent interpretation of the economic, political, and social development of the United States. The course is designed for those preparing to teach history in the junior and senior high schools.

History 7. The civilization of ancient and medieval times (elective).

Miss Cowdell.

Third or fourth year. 96 periods. 5 semester hours.

A study of the development of the political, social, and economic life of ancient and medieval times as a basis for an appreciation of the achievements of modern civilization.

History 8. English history (elective). Miss Cowdell.

Fourth year. 114 periods. 6 semester hours.

*Sociology and Economics***Sociology 1. Principles of sociology. Mr. Arnold.**

Fourth year. 24 periods. 1½ semester hours.

Many topics fundamental to a helpful analysis of social life are studied, including: the original and acquired nature of man; the significance of, factors in, interstimulation in, and interpretations of, society; social evolution; freedom, conflict, adaptation and co-operation; heredity and eugenics; values.

Sociology 2. Applied sociology. Mr. Arnold.

Fourth year. 24 periods. 1½ semester hours.

American life is analyzed and specific problems are studied. Immigration, race, unemployment, poverty, crime, urban congestion, recreation, child welfare. conservation of human life, social progress, and other problems are included.

Economics. Principles of economics. Mr. Arnold.

Fourth year. 24 periods. 1½ semester hours.

Industrial expansion in the United States; consumption of wealth; production; distribution; monopolies; the tariff; monetary system of the United States; credit and banking; taxation; economic progress; and plans of economic reform.

*Observation and Practice Teaching***Directed Observation in the Training School. Miss Beal, Supervisor.**

First or second year. 12 periods. ⅔ semester hour.

The aim is to give familiarity with schoolroom conditions and methods as a basis for practice teaching, and study of methods of teaching.

Practice Teaching. Intensive teaching in the training school. Miss Beal, Supervisor.

First or second year. 6 weeks, forenoons.

After careful observation the students serve as assistants in one or two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

Apprentice Teaching. Miss Beal, Supervisor.

Second or third year. 12 weeks, all day.

Extensive teaching, under supervision, in the schools in near-by towns and cities. The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student teachers are visited and criticized by the supervisor of training and by teachers from different departments of the normal school. Systematic reports of their work are made to the supervisor by the student-teachers and by the teachers with whom they are working. This experience is gained in upper grades or in departmental teaching in intermediate or junior high schools.

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REGISTER OF STUDENTS
 1928-1929

I. Elementary Department

FIRST-YEAR STUDENTS (CLASS 158, ENTERING 1928)

Ahola, Sylvia Esther	Maynard
Barnes, Dorothy Seward ¹	Reading
Borghi, Olga Doris	Plymouth
Dashoff, Grace	Fall River
Doane, Wilhelmina	Harwich
Duggan, Alice Mary	Fall River
Duncan, Helen Livingston	Wollaston
Dutra, Evelyn Marie	Fall River
Fuller, Murielle Isabelle	Stoughton
Gallagher, Eileen Elizabeth	Taunton
Galvani, Amedea Doris	Plymouth
Ghiorse, Marie Katherine	Weymouth
Griffin, Katherine Dorothy	Norwood
Grigas, Annie Julia	Brockton
Hammond, May Brewster ¹	Merrimac
Hannigan, Ethel Cecelia	Milton
Hart, Barbara Elizabeth	Milton
Hathaway, Genevieve Regina	Fall River
Hayes, Mildred Dorothy	Taunton
Hiltz, Edna Caroline	Mansfield
Howard, Katharine Isabelle	South Attleboro
Johnson, Gunhild Ingeborg	North Easton
Johnson, Martha Christine	North Easton
Joslin, Ruth Leaette ¹	Franklin
Kerness, Florence June	Fall River
Kershaw, Dorothy Elma	Fall River
Kravif, Rose Elinor	Fall River
Lacey, Ione Patricia	Wollaston
Laramée, Jeanne Florence	Palmer
Lovell, Esther May	Rockland
MacIntosh, Eleanor Haroldine	Brockton
Mahanna, Rose Anna	Avon
Malone, Mildred Henrietta	Fall River
Mazzotta, Jane	Haverhill
Mintz, Bessie	Fall River
Mitchell, Margaret Louise	East Weymouth
Murphy, Agnes Leonora	Middleboro
Noel, Dorothy Rosamond	East Bridgewater
O'Connor, Eleanor Frances	Brockton
Pangraze, Frances	Quincy
Pokross, Edith Frances	Fall River
Rand, Mary Ellen	East Braintree
Roche, Alma Marie	South Weymouth
Ryan, Mary Agnes	Fall River
Rydgren, Esther Matilda	East Weymouth
Saulenas, Victoria Magdelen	North Abington
Seamans, Alice Bennett	Whitman
Shaughnessy, Madeleine Mary	Brockton
Smith, Ann Marion	Fall River
Sollis, Bettina	Kingston
Stevenson, Bernice Lawrena	Brockton
Sullivan, Grace Joanne	South Braintree
Thibault, Beatrice Delia	Fall River
Wacks, Helen	Norwood

¹Present part of first term.

Walsh, Rose Anne	Fairhaven
Washburn, Florence Whitford	New Bedford
Westgate, Hazel May	Fairhaven
White, Jennie Agnes	Rockland
Willis, Virginia ¹	Campello

Women, 59

SECOND-YEAR STUDENTS (CLASS 157, ENTERING 1927)

Basile, Mary Josephine	Somerville
Bradbury, Hazel Arlene	Fall River
Carlson, Sylvia Victoria	Quincy
Carney, Erma Frances	Taunton
Caswell, Edith Carter	Taunton
Chapman, Marjorie	State Farm
Clark, Margaret Pearl	East Brewster
Collins, Mrs. Elizabeth Pond	Revere
Cooperstein, Esther	Taunton
Croisetiere, Cora Imelda	Fall River
Crowley, Helen Louise	Stoughton
Cushing, Faustina Marion	East Lynn
Daley, Alice Dorothy	Rockland
Dantono, Emma	Brockton
Drew, Elizabeth Kenney	Middleboro
Dwyer, Margaret Kathryn	Taunton
Eteson, Alice	West Medford
Fessenden, Eleanor	Middleboro
Ford, Grace Margaret	Brockton
Foristel, Claire Evelyn	Fall River
Foye, Muriel Sylvester	Brockton
Franey, Mary Agnes	North Abington
Gregory, Mary Julia	Fall River
Gustafson, Ruth Wilhelmina	Norwood
Haglund, Arlene Amanda	North Easton
Hanley, Grace Morgan	Fall River
Harding, Lillian Veronica	Fall River
Hargraves, Helen Ruth	Merrimac
Harris, Mildred Juliet	Melrose
Healy, Ruth Anna	Stoughton
Holmes, Gertrude Mary	Brockton
Hood, Mary Bernice	Taunton
Jex, Muriel Louise	Somerville
Johnson, Mildred Maria Olivia	Quincy
Lamond, Dorothy Mary	Attleboro
Laramée, Liane Simone	Palmer
Leary, Mildred Esther	North Attleboro
Lejman, Sally Theresa	Webster
Leonard, Martha Miriam	Taunton
Lilly, Rena Evelyn	Shelburne Falls
Linscott, Evelyn Mary	East Weymouth
Lund, Kathleen	Methuen
Manwaring, Helen Frances	Middleboro
Martin, Doris Rose	Brockton
Mason, Margaret Mary Kathleen	Fall River
Maynard, Marjorie	East Weymouth
McCarthy, Margaret Mary	Brockton
McEvoy, Virginia Ruth	Brockton
McIntyre, Doris Mae	West Warren
McKechnie, Alice Burt	Taunton
McKenzie, Catherine Elizabeth	Weymouth
McManus, Mary Veronica	Taunton

¹Present part of first term.

Mitchell, Viola Olivia	Halifax
Monahan, Bessie Mary	Greenbush
Moore, Helen Frances	Hingham Centre
Morris, Isabelle Louise	North Attleboro
Musgrave, Frances Louise	North Reading
Naves, Margaret Josephine	Brockton
Nichols, Florence Mildred	Plymouth
Nickerson, Mrs. Helen Winifred ¹	Duxbury
Patenaude, Ernestine Mary	Taunton
Procopio, Ilda Maria	Brockton
Riley, Evelyn Jsoephine	Watertown
Riley, Ruth	Attleboro
Roberts, Genevieve Agnes	Rockland
Rubinstein, Lena	Fall River
Ryan, Rena Mary	South Braintree
Schreiber, Mary Etta	Plymouth
Simmons, Doris Ethel	Westport Factory
Smith, Margaret Loretta	Fall River
Smith, Marion Isabel	Fall River
Tenney, Anna Louise	Bridgewater
Vincent, Melvina Evelina	Rehoboth
West, Julia Elizabeth	Brookville
Westlund, Alice Hildegard	Belmont

Women, 75

II. Kindergarten-Primary Department

FIRST-YEAR STUDENTS (CLASS 158, ENTERING 1928)

Bromley, Winifred Evelyn	Brockton
Corey, Mary Agnes	New Bedford
Hopkins, Annie Elfred	Brockton
Manley, Marjorie May	Taunton
Santos, Mary Calma	Edgartown
Seaver, Beatrice Louise	Chicopee Falls

Women, 6

SECOND-YEAR STUDENTS (CLASS 157, ENTERING 1927)

Goddard, Nellie	New Bedford
Russell, Esther May	Leominster
Schenck, Ruth Harriet	Longmeadow
Sheehan, Helen Louise Mary	Falmouth
Webster, Louise Madeline	Bradford
Wihry, Jeannette Georgine	Haverhill

Women, 6

THIRD-YEAR STUDENTS (CLASS 156, ENTERING 1926)

Conant, Anna Adeliene	Allston
Fuller, Marcia Lenora	Walpole
Healy, Mae Helen	Brockton
Holden, Grace Patricia	Fall River
Hunt, Mildred Sherman	Canton
Look, Elizabeth Phillips	Woods Hole
Morgan, Edith Lillian	Edgartown
Perkins, Miriam Adams	Hampden
Phillips, Susan Frances	Bradford
Raddin, Barbara Louise	Groton
Shea, Margaret Rita	Brockton
Slocomb, Bailey	Malden
Smith, Edith Bigelow	Brookline
Sullivan, Helen Marie	Brockton

¹Present part of first term.

Viley, Abby Louise	Raynham Center
Wing, Louise Howland	Pocasset

Women, 16

III. Intermediate Department**FIRST-YEAR STUDENTS (CLASS 158, ENTERING 1928)**

Anderson, Kathleen Bonnie	Atlantic
Anger, Cora Alfreda	Holyoke
Aulbach, Mary Teresa	Quincy
Brace, Grace Mary	Brockton
Bridges, Mary Rita	Somerville
Bridges, Ruth Mary	Somerville
Brown, Florence Hortense	Wollaston
Burns, May	East Braintree
Carr, Muriel Amelia	Fall River
Cleary, Helen Theresa	Whitman
Coakley, Loretta Mary	Norwood
Cobb, Dora Louise	Middleboro
Dahlberg, Hazel Linnea	Quincy
Danahy, Mary Denise	Canton
Doran, Grace Rita	Fall River
Eddy, Claire Frances	Webster
Ekstrom, Doris Evelyn	Wollaston
Furlong, Margaret Mary	Fall River
Gaudette, Delia	Rockland
Hart, Winifred Brenda	Campello
Johnston, Frances Norma	Whitman
Kelleher, Ella Ruth	Fall River
Leighton, Gertrude Isabelle	Kingston
Lennon, Olive Winnifred	Quincy
Marshall, Catherine Louise	Bridgewater
McGrath, Lucy Gloria	West Quincy
Mitchell, Bertha Mae	Plymouth
Nelson, Helen Grace	Springfield
Riley, Mary Rosabelle	Taunton
Rogers, Helen Irene	North Brookfield
Simmons, Kathryn Rita	Plymouth
Slattery, Mary Isabel	Taunton
Southwick, Doris Eunice	Athol
Tarr, Barbara Isabelle	Taunton
White, Dorothy	Rochester

Women, 35

SECOND-YEAR STUDENTS (CLASS 157, ENTERING 1927)

Beesley, Barbara	Chicopee
Bicknell, Doris Mae	Florence
Blankinship, Lillian Conrad	Marion
Cody, Catherine Mae	Taunton
Connors, Annie Adelaide	Springfield
Dillon, Catherine Alice	Fall River
Dwyer, Alice Anthony	Fall River
Eldridge, Alice	Plymouth
Ellershaw, Dorothy Esther	Abington
Fitch, Marjorie Darling	Haverhill
Fountain, Bernice Amelia	Raynham
Granville, Barbara Muriel	Haverhill
Gustavson, Agnes Elizabeth	Quincy
Havener, Gretchen Edna	Waltham
Hickey, Margaret Isabelle	Fall River
Hutchison, Helen Marion	Bradford
Jacob, Mildred Silvey	Holyoke
Johnston, Laura Helen	Whitman

Keefe, Marjorie Veronica	Brockton
King, Dorothy May	Montello
Lindquist, Evelyn Ruth	Orange
McCarthy, Kathryn Howard	Plymouth
McLeod, Christine Robertson	Fairhaven
Mello, Theresa	New Bedford
Membrino, Bena Columba	West Somerville
Morrill, Mary Dorothy	Avon
Murphy, Catherine Marie	West Quincy
Murphy, Nora Gertrude	Whitman
Odabashian, Isabelle Rose	East Bridgewater
Robinson, Evelyn Hinkleley	Brockton
Ryan, Beatrice Pearle	East Braintree
Sawyer, Merle Crawford	Atlantic
Scribner, Enid Folkins	Haverhill
Slye, Helen Irene	Brockton
Sullivan, Katherine Maureen	Fall River
Sullivan, Leonora Ruth	Fall River
Tryman, Isabelle Canter	Haverhill
Twohig, Julia Mae	Brockton
Zinck, Margaret Leola	Quincy

Women, 39

THIRD-YEAR STUDENTS (CLASS 156, ENTERING 1926)

Alger, Gladys Louise	West Bridgewater
Anderson, Mary Assorina	Haverhill
Buckland, Grace Delight	Springfield
Callahan, Mary Frances	Brockton
Canfield, Persis Grace	Fall River
Celusniak, Helen Marian	Easthampton
Condon, Eleanor Mary	Randolph
Crooker, Lillian Louise	Upton
Donle, Evelyn Chace	Swansea
Doolan, Emma Patricia	Fall River
Drohan, Margaret	Brockton
Finestone, Esther	Chelsea
Foley, Martha Marie	Randolph
Foster, Edith Catherine	New Bedford
Gray, Esther Mason	Pottersville
Hartmann, Frieda Florence Mina	North Middleboro
Hickey, Alice Elizabeth	Holbrook
Holmes, Florence Isabelle	North Easton
Hutchinson, Geraldine Winifred	Medford
Jackson, Mary Elizabeth	Brockton
Keefe, Margaret Forrest ¹	Fall River
King, Alice Frances	Plymouth
Law, Helen Gertrude	Fall River
Lindstrom, Dorothea Josephine	Marion
Newton, Dorothy Marion	Brockton
O'Brien, Barbara Claire	Randolph
O'Donnell, Helen Rita	Bridgewater
Pannoni, Teresa Marie	Fall River
Quigley, Catherine Cecilia	Fall River
Ryan, Margaret Mary Frances	Fall River
Ryder, Marion Louise	Marion
Siranossian, Dickranouhi Harriette	Bridgewater
Sullivan, Alice Marie	Brockton
Sullivan, Anna Gertrude	Lawrence
Sundstrom, Ellen Elvira	Brockton
Taylor, Ethelwyn May	Attleboro

¹Present part of first term.

Thornton, Margaret Elizabeth	Norwood
Walsh, Anna Gertrude	Fall River
Webber, Leslie Noll	Plymouth
White, Blanche Elizabeth	Thompsonville, Conn.
Whittaker, Frances Miriam	Lawrence
Wilcock, Margaret Mary	New Bedford
Winfree, Kathleen Mary	New Bedford

Women, 43

IV. Advanced Department

FIRST-YEAR STUDENTS (CLASS 158, ENTERING 1928)

Ash, John Leo	Rockland
Bulotsky, Nathan	Taunton
Carey, William Bernard	Rockland
Carreiro, John Anthony	Fall River
Carroll, Patrick Francis	Bridgewater
Clough, Charles Irving	Whitman
Coté, Ernest Harlow	East Bridgewater
Cullen, Thomas Patrick	Fall River
Curley, William Edward	East Bridgewater
Desmond, Frank	Fall River
Heney, Hugh William	Randolph
Osborne, Ralph William	Brockton
Pimentel, Alfred	Plymouth
Pratt, Charles Eugene	East Carver
Reckards, Herbert Charles	Holbrook
Shockley, John Alden	Bridgewater
Therrien, Arthur Rudolph	Holbrook
Trafton, Walker Burt	New Bedford
White, Franklyn Oscar	Avon
Alm, Cerise Matilda	East Walpole
Averill, Dorothea	Edgartown
Benson, Gertrude Anna	Braintree
Borden, Louise	Fall River
Cann, Phyllis Hufton	Wakefield
Caton, Catherine Fabeola	Provincetown
Chuckran, Mary Katherine	Bridgewater
Clarke, Annie	Methuen
Cobb, Florence	Hyde Park
Comeau, Priscilla Greeley	Haverhill
Conathan, Helen Josephine	Brockton
Creeden, Dorothy Agnes	Brockton
Davis, Esther	Leominster
Doran, Catherine Elizabeth	Norwood
Duffy, Ethel Mary	Taunton
Fall, Ruth Mary	Watertown
Farrar, Margaret	South Lincoln
Ferguson, Jean Catherine	Canton
Gould, Sadie Mae	Fall River
Gove, Helen Rosetta	Taunton
Gray, Lillian Irene	Brockton
Harding, Marjorie Sisson	Gloucester
Hartt, Florence Esther	South Weymouth
Hern, Katherine Marie	Taunton
Hockenberry, Reta Louise ¹	Springfield
Jackson, Louise Dorothea	Fall River
Kenneally, Helen Theresa	Whitman
Kennedy, Mary Gertrude	Taunton
Kimball, Gertrude Hazel ¹	Cambridge

¹Present first term.

King, Bettina	Melrose
Lemaire, Mildred Irene	Taunton
Logan, Genevieve Irene	South Somerset
Loneragan, Ruth Marie	East Braintree
Lord, Ruth Frances	Bridgewater
Lord, Virginia	Melrose
Luffkin, Virginia Clement ¹	East Gloucester
MacFarland, Marguerite Frances	Bridgewater
Manning, Catherine Agnes	Taunton
Marsden, Ruth	Monson
McNearney, Mary Elizabeth	Taunton
Nelson, Beatrice Martha	Haverhill
Newcomb, Bertha Anna	Deerfield
Ney, Margaret Cecelia	Fall River
Parmenter, Harriette Elizabeth	Rockland
Petluck, Ruth Beverley	Chicopee
Pickering, Camilla Chatburn	Fall River
Pray, Barbara Hoffses	Weymouth
Quartz, Elizabeth Harrison	Plymouth
Roberti, Irene Mary	Sandwich
Roberts, Laura May	Bryantville
Rosen, Sarah Mollie	Whitman
Rousseau, Theresa Dolores	Fairhaven
Rousseau, Marie Claire	Fairhaven
Schaier, Mildred Anna	Norwood
Silva, Viola Constance	Provincetown
Stetson, Ruth Swan	Marshfield Hills
Sullivan, Helen Josephine	Lawrence
Sullivan, Margaret Mary	Randolph
Suttill, Sara Helen	Belmont
Tiihonen, Aileen Martha	Peabody
VanHouten, Margaret	Amesbury
Viglione, Clara	Framingham
Whittier, Eunice Evelyn	Haverhill
Wilson, Catherine Grey	Lowell

Men, 19; women, 64

SECOND-YEAR STUDENTS (CLASS 157, ENTERING 1927)

Averill, Alfred Augustus, Jr.	Edgartown
Bearse, Osborne Warren, Jr.	Cotuit
Buckley, Bartholomew Paul	Bridgewater
Butkeiwicz, Peter John	North Abington
Costello, Thomas Joseph	Fall River
Damon, Donald Anson	South Braintree
Davis, Frederick Barton	Dorchester
Evans, John Aubrey	Quincy
Goeres, Harold Bismark	Abington
Goodfield, Alvin Granger	New Braintree
Landy, Edward	Dorchester
Montibello, Cincinnati Leo	Brockton
Murphy, Francis Maurice	Brockton
Najarian, Albert	Rockland
Palopoli, Leonard Gaetani	North Abington
Sawyer, Charles Prescott, Jr.	New Bedford
Alger, Helen Gertrude	Middleboro
Balboni, Marian Rose	Bridgewater
Boothby, Dorothy Elizabeth	Randolph
Bottomley, Edith	Fall River
Buker, Dora Louise	South Braintree
Childs, Mary Grace	Bridgewater

¹Present part of first term.

Church, Constance Aileen	South Braintree
Clapp, Barbara Evelyn	Brockton
Copp, Elizabeth Erna	Brockton
Cunningham, Virginia	Middleboro
Danovitch, Evelyn	Canton
Dinegan, Dorothy Jean	Quincy
Dowd, Lucy Swift	Wareham
Doyle, Elizabeth Pope	Randolph
Dunham, Barbara Elizabeth	Brockton
Ferry, Anne Regina	Somerset
Fogg, Helen Augusta	Brockton
Freeman, Mary Boardman	Bradford
Gallant, Dorothy Elizabeth	North Abington
Giguere, Cecile Edile	New Bedford
Gleason, Hazel Mary	Springfield
Goody, Irene Frances	Randolph
Hadden, Helen Albertine	South Braintree
Halloran, Clare Edith	Fall River
Harrington, Stella Mann	Winchendon
Harris, Mabel Eastman	Fall River
Hayes, Mary Elizabeth	Plymouth
Hazeltine, Eleanor Louise	Chicopee Falls
Hutchinson, Margaret Anna	Springfield
Jacobson, Tillie Linnea	North Easton
Jewell, Florence May	West Bridgewater
Kelley, Eleanor Marie	Randolph
Kelly, Mary Teresa	Quincy
Knight, Ruth Madaline	Plymouth
Kumin, Marian ¹	Athol
Larkin, Teresa Josephine	Brockton
Lavelle, Mary Elizabeth	Clinton
Lees, Ruth Elizabeth	Abington
Lussier, Lillian Marie Anne	Fall River
Maxfield, Thais Bayley	Fairhaven
McCloskey, Margaret Eileen	Fall River
McConarty, Elizabeth Mary	Wollaston
Mosher, Marjorie Leonard	Nonquitt
Mulloy, Mary Elizabeth	Winthrop
O'Donnell, Elizabeth May	Bridgewater
O'Neil, Kathleen Mary	Randolph
Ransom, Louise Pickering	Mattapoisett
Robbins, Helen Matilda	Harwich
Standish, Helen Gwendolyn	Stoughton
Sullivan, Esther Pauline	South Braintree
Swenson, Alice Margaret	Northboro
Tarbox, Eleanor Collins	East Braintree
Tilden, Miriam	Scituate
Tournier, Florence Adella	East Windsor
Warr, Ida	Wareham
Wiitanen, Ina Ellen	Sandwich
Wilkie, Gladys Pearl	Middleboro

Men, 16; women, 57

THIRD-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1930)

Ehnes, Albert Frank	Medfield
Farren, Leo Joseph	Fall River
Ford, Albert Francis	East Marion
Genaitis, Charles Philip	Gardner
Hill, Benjamin Jacob	Hanover Center
Jenness, Raymond Nathaniel	Hanover

¹Present part of first term.

Kane, George Leo
 Kilgrew, Francis Joseph
 Longmore, Walter Ernest
 Mantyla, Lawrence John
 Martin, Ralph James
 O'Connell, Emmett Michael
 Purdon, Alexander
 Sweeney, Joseph Edward
 Toole, Edward Wallace
 White, Martin Francis
 Baird, Margaret Dickison
 Bassett, Louise Morton¹
 Beesley, Dorothy Mabel
 Birge, Amy Spafard
 Blamire, Evelyn Isabel
 Bowley, Mary Willie
 Calder, Helen Louise
 Capell, Lois Jewett
 Cook, Doris Elizabeth
 Cox, Eileen Claire
 Crowell, Annette Snow
 DeLaura, Lena Alice
 Easton, Marion Louise
 Flood, Isidora Mary
 Froeberg, Margaret Camilla
 Gervais, Elinor Anna
 Halloran, Mary Claire
 Hayes, Mildred Agnes
 Haynes, Evelyn Isabella
 Healy, Helen Marie
 Hilliker, Una Dean
 Howard, Helen White
 Ireland, Vera LeVerne
 Keith, Cora Merritt
 Leary, Sarah Teresa
 Litchfield, Ruth Curtis
 Mahoney, Agnes Katherine
 Maxfield, Hilda Louise
 Mayers, Ethel Mae
 Mayo, Esther Grace
 McCarthy, Marguerite Nora
 Meschicovsky, Esther Evelyn
 Milutis, Julia
 Minard, Oella
 Mullock, Elizabeth Harding
 O'Gara, Mary Elizabeth
 Quigley, Veronica
 Revane, Bertha Catherine
 Riley, Elizabeth Josephine
 Schutt, Eugenie Mildred
 Small, Marguerite Ethel
 Sullivan, Mary Doris¹
 Summers, Phebe Margaret
 Taylor, Josephine Elizabeth
 Tuttle, Marjorie Ray
 Vander, Wenonah Linnie
 Varney, Dorothy Louise
 Watt, Agnes Elizabeth
 Young, Edith Mildred

North Abington
 Whitman
 Mattapoisett
 North Carver
 Bridgewater
 Brockton
 Quincy
 Bridgewater
 Bridgewater
 Hardwick
 Whitinsville
 Middleboro
 Chicopee
 Provincetown
 Andover
 Provincetown
 South Somerset
 Brockton
 Whitman
 New Bedford
 Somerville
 North Easton
 Rockland
 Brockton
 Brockton
 Abington
 East Braintree
 New Bedford
 Haverhill
 Minot
 Springfield
 South Hanson
 Orleans
 Bridgewater
 Fall River
 Whitman
 Rockland
 New Bedford
 Holbrook
 Randolph
 South Braintree
 Easthampton
 Brockton
 Milton
 Melrose Highlands
 Fall River
 Fall River
 North Brookfield
 Randolph
 Leominster
 Yarmouth
 Fall River
 Provincetown
 Provincetown
 Mattapoisett
 East Longmeadow
 Melrose
 Brockton
 Fall River

Men, 16; women, 49

¹Present part of first term.

FOURTH-YEAR STUDENTS (CANDIDATES FOR DEGREE, 1929)

Beckwith, James Fisher	South Boston
Belcher, Charles Franklin	Abington
Chaplin, George William	Bridgewater
Chareth, Leo Joseph	Whitman
Conlon, Walter Nickolas	Cambridge
Crowley, James Francis	Rockland
Doll, Louis Frederick, Jr.	Wareham
Kane, Harry	Plymouth
Knowles, Edward Thomas	Dorchester
Moore, George Vincent	Gilbertville
Moynihan, Robert McKearney	Natick
Nickerson, Howard Willis, Jr.	Cochesett
Parker, Benjamin Eugene	Wellesley
Radszuk, Edmund Joseph	Avon
Ray, Chester Thayer	Brockton
Shaw, Archibald Boyden	Bridgewater
Archibald, Margaret Elizabeth	Malden
Barry, Helen Marie	Brockton
Bates, Elinor Gertrude	Leominster
Benson, Lucile Wetherbee	Bridgewater
Bowen, Lucy	Dighton
Burdett, Marjorie Phyllis	Leominster
Cleverly, Gwendolyn Adams	Hull
Dunham, Barbara Elliot	New Bedford
Eko, Lylian Elizabeth	Quincy
Enos, Rose Clare	West Bridgewater
Fagan, Helen Kenny	Middleboro
Fox, Helen Saxton	Brockton
French, Madelyn Frances	Brockton
Griffin, Margaret Ivers	Lynn
Hand, Helen Catherine	Webster
Hawkes, Marion Catherine	Hingham
Jennings, Marie Antoinette	Fall River
Kendrigan, Florence Elizabeth	Brockton
MacFarland, Evelyn Mildred	Bridgewater
May, Miriam Gertrude	West Bridgewater
McClure, Elizabeth Harding	New Bedford
Mitchell, Ruth Symonds	Bradford
Nielsen, Anna Christine	East Bridgewater
Packard, Katherine	Abington
Powers, Helen Agnes	Bridgewater
Raleigh, Anne Catherine	Brockton
Savage, Mary Gertrude	Quincy
Shaw, Marjorie Russell	Brockton
Sheehan, Eileen Margaret	Brockton
Snow, Dorcas Elizabeth	Brockton
Sullivan, Catherine Eileen	West Warren
Sullivan, Gertrude Cecilia	Fall River
Sullivan, Mary Eleanor	Randolph
Swift, Eunice Katherine	Winthrop
Taylor, Alice Margaret	Whitman
Toomey, Helen Nora	Bridgewater
Toomey, Margaret Elizabeth	Bridgewater
Tribou, Dorothy Proctor	Abington
Wood, Alice Ellen ¹	Taunton

Men, 16; women, 39

¹Present part of first term.

Summary

	Men	Women	Total
Department I, Elementary:			
Class entering 1928 (first year)	—	59	59
Class entering 1927 (second year)	—	75	75
Department II, Kindergarten-Primary:			
Class entering 1928 (first year)	—	6	6
Class entering 1927 (second year)	—	6	6
Class entering 1926 (third year)	—	16	16
Department III, Intermediate:			
Class entering 1928 (freshmen)	—	35	35
Class entering 1927 (sophomores)	—	39	39
Class entering 1926 (juniors)	—	43	43
Department IV, Advanced (Degree):			
Class entering 1928 (freshmen)	19	64	83
Class entering 1927 (sophomores)	16	57	73
Candidates for degree, 1930 (juniors)	16	49	65
Candidates for degree, 1929 (seniors)	16	39	55
Totals for the year	67	488	555
Admitted this year	19	181	200
Graduated, 1928:			
Degree	9	34	43
Diploma	—	144	144
Whole number admitted from the beginning	1,653	8,162	9,815
Whole number of graduates:			
Degree	47	118	165
Diploma	970	5,638	6,608
Whole number receiving certificates for special courses	40	245	285
Number enrolled in Training School, September, 1928	—	—	403

